National Library of Canada
Canadian Theses Service
Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Services des thèses canadiennes

CANADIAN THESES

THÈSES CANADIENNES

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

Canada

NL 339 (r. 86/01)

National Library of Canada
Bibliothèque nationale du Canada

32

Ottawa, Canada
K1A 0N4

TC –

I: 0-315-23230-7

CANADIAN THESES ON MICROFICHE SERVICE – SERVICE DES THÈSES CANADIENNES SUR MICROFICHE

PERMISION TO MICROFILM – AUTORISATION DE MICROFILMER

• Please print or type – Écrire en lettres moulées ou dactylographier

AUTHOR – AUTEUR

Full Name of Author – Nom complet de l'auteur

ROBYN MOH.

Date of Birth – Date de naissance
15/02/54

Canadian Citizen – Citoyen canadien
☒ Yes / Oui ☐ No / Non

Country of Birth – Lieu de naissance
CANADA

Permanent Address – Résidence fixe
Box 1624
Stony Plain

THESIS – THÈSE

Title of Thesis – Titre de la thèse

PEER CONSULTATION - An Individualized Approach to Faculty Development

Degree for which thesis was presented
Grade pour lequel cette thèse fut présentée
M Ed.

Year this degree conferred
Année d'obtention de ce grade
1985

University – Université
University of Alberta.

Name of Supervisor – Nom du directeur de thèse
R. Schultz.

AUTHORIZATION – AUTORISATION

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to **microfilm** this thesis and to **lend** or **sell copies of the film.**

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de **microfilmer** cette thèse et de **prêter** ou de **vendre des exemplaires du film.**

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

ATTACH FORM TO THESIS – VEUILLEZ JOINDRE CE FORMULAIRE À LA THÈSE

Signature
Robyn Moh

Date
Oct. 11/85

NL-91 (r. 84/03)

Canada

THE UNIVERSITY OF ALBERTA

PEER CONSULTATION - AN INDIVIDUALIZED APPROACH TO FACULTY DEVELOPMENT

BY

(C) ROBYN MOTT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

(FALL) (1985)

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Robyn Mott

TITLE OF THESIS: Peer Consultation - An Individualized Approach to Faculty Development

DEGREE: Master of Education

YEAR THIS DEGREE GRANTED: 1985

Permission is hereby granted to the UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Robyn Mott

signature of student

4311 83rd Street, Edmonton, Alberta
student's permanent address

Date: October 2, 1985.

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Peer Consultation - An Individualized Approach to Faculty Development submitted by Robyn Mott in partial fulfilment of the requirements for the degree of Master of Education in Educational Psychology.

Raymond A. Schiff

Supervisor

D. Howard

John Hercdenott

R.H. Short

Date July 2, 1985

ABSTRACT

The process of peer consultation is presented as a necessary supplement to existing teaching improvement programmes offered by postsecondary institutions. The central feature of the consultation model is the triadic system, consisting of the faculty peer consultant, the client system, and the goals of the relationship. The model proposed employs the goals strategies and philosophies of the Behavioral Sciences model, the Humanistic approach from the Clinical Model and the process strategies from the theory of systematic instructional design.

The major purpose of the research was to develop, implement, describe and evaluate a workshop to train postsecondary faculty members in the process of peer consultation. The conceptual framework was provided by the theory of systematic instructional design, the theory of consultation, and the peer consultation models described by the University of Minnesota Group (Parker, 1978; Dalgaard et al, 1981), and Richard Tiberius (1977(a), 1977(b), 1980).

Ten faculty members from various academic disciplines at Grant MacEwan Community College voluntarily participated in the workshop. The project became service oriented and required the naturalistic approach for the collection and evaluation of the data allowed for by non-parametric data analysis. This small scale developmental investigation combined the quasi-experimental time series design with that of the case study method.

Data were gathered from the following sources: pre-registration information; pre-test and post-test questions; formative and summative evaluations; a follow-up meeting; and observations of the researcher.

The major finding of the study was that the workshop did not have the intended impact upon the participants. Evidence gathered from the data suggests that this lack of intended impact was a consequence of the researcher's adherence in the design of the workshop, to a theory to practice perspective. Although well researched and supported, the theory lacks a comprehensive perspective, that of placing strong emphasis on the practice to theory sequence, and hence, needs to be seriously questioned. It appears that when attempting to assist faculty members concerned about their day - to - day instructional interactions, a practice to theory perspective will result in a greater impact on improving the quality of their teaching - learning interactions.

ACKNOWLEDGEMENTS

To Dr. Ray Schultz, supervisor of the thesis, I wish to express my sincere appreciation for his advice, encouragement, reassurance, and helpful criticisms during the course of this thesis preparation. It was due to a very positive experience in a peer consultation relationship with Ray that originally inspired this study.

To my husband, Kevin, I cannot thank you enough for your support, encouragement, humor, critical editorial assistance, and for never growing tired of being a sounding board for my ideas.

Thank you to Shaun Francis, my first son, whom I carried throughout the writing and data collection phases and who, through his constant kicking, provided the incentive I needed to complete this thesis.

To Dr. Richard Tiberius I would like to offer a special word of appreciation for inspiring me through his excitement about his consultation activities. Richard also provided me with material that I would not otherwise have had access to by offering me the key to his office and opening up his library for my use. Without this material, the research would have been much more difficult.

Appreciation is also extended to two of my Committee members, Dr. Abe Konrad for his helpful criticisms and suggestions and Dr. John Hoddinott, who encouraged me to become actively involved in the original Peer Consultation Group at the University of Alberta.

Thank you to the Peer Consultant Group at the University of Alberta, and particularly Dr. R. Carey, Dr. L. Marckworth-Stanford, and B. Cochran for their encouragement.

A special thanks is owed to Dick Zwicker, the Faculty Development Co-ordinator at Grant MacEwan Community College, through whom the Peer Consultation Workshop was arranged and to the faculty member participants in the workshop who openly shared themselves and their ideas with me and from whom I learned a great deal.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM AND ITS SIGNIFICANCE	1
	Background to the Problem	1
	Purpose of the Study	6
	Significance of the Study	7
	Delimitations and Limitations of the Study	8
	Overview of the Chapters	9
II.	REVIEW OF THE LITERATURE	10
	Overview	10
	Definitions and General Characteristics	10
	Change and Historical Overview	15
	An Approach to the Consultation Process	26
	Application of Systematic Instructional Design Principles to Consultation	34
	Need for Individualized Consultation In Higher Education	44
	Existing Programmes	48
	Group 1. Quasi-experimental Studies	49
	Group 2. Major Descriptive Studies	56
	Professional Development of the Consultant	62
	Conclusion	68
III.	METHODOLOGY	70
	Overview	70
	The Problem: Specific Questions	70
	Research Plan	71
	Research Phases	73
	Workshop Development	73

TABLE OF CONTENTS

CHAPTER		PAGE
	Pre-training and Content Component	77
	Training Component	79
	Post training	80
	Research Limitations	81
IV	RESULTS	83
	Overview	83
	Group Profile of Subjects	84
	Evaluation of Reading and Training Material	86
	Evaluation of Specific Activities and General Format .	87
	Changes from the Original Schedule of Pre-workshop Activities.	95
	Data Gathered From the Pre-Test and Post-Test	98
	The Follow-up Meeting	105
V	DISCUSSION	111
	Introduction.	111
	General Observations.	111
	Results of the Pre and Post-Tests Regarding the Evaluation of the Reading and Training Material (Questions 1 to 5).	115
	Results of the Pre and Post-Tests In Comparison to Evaluation of the Workshop Activities (Questions 1 to 5)	117
	Conclusions Regarding Questions 1 to 3.	120
	Comparison of pre and post-test results with the follow-up meeting (Questions 4 & 5)	123

TABLE OF CONTENTS

Summary 126

What Worked Well During the Workshop 126
Changes to be Made For Future Workshops. 128

BIBLIOGRAPHY 135

APPENDIX A: GOALS AND OBJECTIVES 143

APPENDIX B: ORIGINAL WORKSHOP SCHEDULE 158

APPENDIX C: ACTUAL WORKSHOP SCHEDULE 165

APPENDIX D: PRE-REGISTRATION FORMS 175

APPENDIX E: EVALUATION FORMS AND PRE AND POST TESTS. . 179

LIST OF TABLES

Table	Description	Page
1.	Phases of the Consultation Process	32
2.	A Systems Approach Model to Designing Instruction	42
3.	A Basic Teaching Model (Learning Systems Design)	43
4.	Erickson & Erickson Studies	50
5.	Erickson & Sheehan Study	51
6.	Major Descriptive Studies	58
7.	Consolidated Summary of Questions Addressed by the Descriptive Studies	60
8.	Summary of Participant Rating of Usefulness of Reading and Training Material	88
9.	Participant Rating of Usefulness of Workshop Activities	90
10.	Summary of Formative Evaluation of Workshop	92
11.	Aspects of Workshop Most Useful	93
12.	Most Valuable Learning Resulting From Workshop	93
13.	Activities Viewed as Least Useful	93
14.	Suggested Changes	94
15.	How Participants Anticipate Using What Was Learned	94
16.	Pre Test Quantitative Data	100
17.	Post Test Quantitative Data	101
18.	Pre and Post Test Total Scores	102

CHAPTER I

THE PROBLEM AND ITS SIGNIFICANCE

> Professional development to improve college teaching is not a simple, polished subject. Theory is wide ranging, occasionally contradictory and still emerging (Lindquist, 1978, p.253).

Background to the Problem

The assumption is made that faculty members are concerned about how to help students learn most effectively and that they are motivated towards further developing the quality of their teaching. Studies of Canadian institutions of higher education indicate that the University of Toronto, in the Faculty of Medicine, was the first to report the establishment of a teaching improvement unit (1967). This was closely followed by McGill University, which, in 1968, established a central unit for the improvement of teaching. However, it was not until 1970 that the Canadian Association of University Teachers established its first committee with the mandate of exploring the issues and concerns related to improving the quality of teaching in Canadian institutions of higher education. The need for this type of investigation was a result of pressures from the government, business, and professional communities and from more open admission policies which presented institutions with a more diversified student body who were more militant in their demands for quality educational experience (Pilon, Bergquist, & Quehl, 1978).

In response to these pressures, institutions placed demands on instructors to improve the quality of their teaching. However, the problem of how to provide a comprehensive and effective teaching improvement programme is not a simple task. It is suggested by Bligh

(1973) that all universities and college teachers require some type of formalized assistance in order to improve the quality of their teaching. In response to this need for formalized assistance the institutions have offered three kinds of programmes intended to address the needs of teaching faculty members: Faculty Development, Instructional Development, and Organizational Development. These various approaches have taken different forms because they have been guided by a variety of philosophical orientations and assumptions (Carrier, Dalgaard, & Simpson, 1983; Lindquist, 1978). For example, Faculty Development programmes assume that faculty members need to be provided with training opportunities related to those skills designated as effective teaching strategies. Instructional Development programmes however, emphasize the systematic design of teaching and/or instructional materials (Carrier, Dalgaard, & Simpson, 1983). The Faculty Development and the Instructional Improvement formats are important. These group formats are important in providing information, group support, and the forum for the sharing of concerns. The problems inherent within their philosophical roots and structure have prevented these programmes from optimally dealing with the complexities involved in the process of improving the quality of the teaching-learning relationship. One must be careful with the group format to provide the opportunity to try out new approaches to teaching, for members to receive the personal feedback and suggestions, so essential in the promotion of long term change. By their very nature, these long term changes, which are important goals in any teaching improvement programme , are both individual and behavioral in scope (Dalgaard, Simpson & Carrier,

1981). These group formats are often limited, therefore, both in approach and scope. They work well in presenting information, but they must include practice and interaction. Adhering to the notion put forth by Tiberius (1980) that quality within the teaching learning context is a product of the interaction between the teacher and the learner, it becomes logical to accept the premise that any programme designed to improve the quality of education must include a method which actually enters the specific interaction between individual teachers and their students, and specifies the impact that each has on the other. In the same manner that the literature regarding teaching effectiveness stresses the importance of individualized instruction in meeting the needs of students, this concept must also be incorporated into the teaching development programmes, providing the flexibility necessary to meet the diverse needs of faculty members. Therefore the process of individualized consultation is emerging as a viable method and as a necessary supplement to the presently existing teaching improvement programmes. The consultation process, as described in the literature, combines ideas from both the Faculty Development and Instructional Improvement programmes and philosophies, while possessing the essential dimension of flexibility within the individualized interaction process. It can also be viewed as one of the strategies for Faculty Development that focuses on Instructional Improvement.

It has been stressed by authors in the field that it is essential that all faculty members be afforded the opportunity to develop their teaching abilities to the utmost of their potential via

the combination of workshops, seminars, and individual consultation services. The purpose, then, is clearly for self-improvement. The consultation approach is based on the assumptions of lifelong learning, and is applicable with all levels of competency among post-secondary faculty -- from those requiring remedial assistance to those who are considered superior teachers.

It would appear that a useful direction in response for the need to provide effective professional development programmes to faculty members would be to provide faculty members with adequate training in skills which would enable them to perform in the capacity of a consultant.

A peer consultant is an academic professional whose purpose is to function in the capacity of assisting a faculty colleague from a different academic discipline in the process of "reflecting on, analyzing and reviewing their skills as a teacher, taking steps towards improving the quality of their teaching" (Reichmann & Malec, 1976, p. 289).

The peer consultation concept is based on a coordinate status relationship between consultant and client. It reflects the realities of the teaching context where the faculty member assumes total responsibility for his or her own classroom and for making any changes (Dalgaard, Simpson, & Carrier, 1981). This concept of peer consultation simply extends to the concept of teaching improvement, the collaborative approach already familiar to most faculty members in their approach to their research projects. In this process, faculty members have learned to rely on one another's "expertise in in research methodology, cogent writing, and conceptualization"

(Dalgaard, Simpson & Carrier, 1981, p. 35). Therefore, this process is translated into the peer consultation process where individual faculty members learn how to use the consultant's expertise as a collaborator in facilitating the process of teaching improvement. The specific model of the peer consulting process employed in this study is a combination of that described by Tiberius (1977(a), 1977(b), 1980) and by the group from the University of Minnesota (Parker, 1978, Dalgaard, Carrier & Simpson, 1981). These two approaches, have in common, the philosophical roots of the original individualized consultation programme developed at the University of Massachusetts, which in turn was based on the model of 'Clinical Supervision' proposed by Cogan (1973). The combined model being used here employs the goals, strategies, and philosophies of the Behavioral Sciences model, of the Humanistic approaches to consultation, from the clinical model, and the process strategies from the theory of instructional design. This model, appropriate within systems of higher education involves a process which is not static, but is instead dynamic and interactive. The central feature of the consultation relationship is the triadic system consisting of the consultant, the client system, and the goals of the relationship. An important implication of this triadic system is that each component in the relationship is in the continuous process of change and is thereby affected by any changes occurring within each of the other components. It is this interactive nature of the system which provides the basis for accountability among the components of the system.

It is suggested in the literature that the feature central to the success of any consultation service is the quality of the training programme provided for the prospective consultants. However, there remains little documented or publicly available material describing the development of such programmes. It is too often assumed that, like a teacher, an educational consultant can perform effectively with little formal didactic and experiential training.

Purpose of the Study

A review of the literature describing the existing professional development programmes involved in the training of peer consultants within the postsecondary educational institutions, suggests the increasing need for the development of comprehensive and clearly delineated training programmes. The general intention of this study was to develop, implement, describe and evaluate a workshop to train faculty members in the process of peer consultation. Recommendations from the theoretical and empirical literature were included through the application of the principles of instructional design. The purpose of the workshop was to train, educate and teach the participating faculty members in the practice of further developing the quality of teaching through the process of peer consultation. In order to compile a qualitative assessment of the impact and success or failure of the workshop, the following questions were addressed:

1. How did the faculty participants accept the peer consultation model as a necessary supplement to existing teaching improvement programmes?

2. How would acceptance of the peer consultation model affect the individual instructor's perceptions about how they view their own practices of teaching and consultation, and the

process of teaching improvement?

3. What were the reactions of the participants to the concept of a collegial consultant?

4. What problems did the participants encounter as they attempted to implement the theoretical knowledge gained in the workshop into their own experience as a peer consultation?

5. What workshop activities, reading and training material were most and least useful in assisting the participants in both attaining a deeper level of understanding of the peer consulting process and in their practice as a peer consultant?

To conduct a comprehensive evaluation, essential in providing qualitative data to answer the above questions, it was necessary to adopt a more naturalistic approach to data collection than was allowed for by parametrical analysis. Therefore an exploratory and descriptive approaches to collecting the data relevant to this study provided more insight into the "how" and "why" aspects of evaluating the success or failure of the workshop. The data, therefore, was collected by combining the quasi-experimental time-series design with that of the case study research method.

Significance of the Study

This study was considered timely because the concept and the process of peer consultation within institutions of higher education has been, and remains in a period of transition with theorists in search of a consensus of philosophy and practice leading to the development of a comprehensive theory of consultation. This period of growth and transition results in an increased need to improve the skills, competence and credibility of the practicing peer consultant. It is hoped that this investigation of the peer consultation model as a supplementary approach to the literature of Faculty and

and Instructional programmes, will make some contribution to improvement of the existing teaching improvement programmes, and specifically to the training of peer consultants. It is also anticipated to be of value because the training component included activities designed to provide the opportunity for participants to begin the process of articulating their personal theories related to teaching, and to become more reflective about their own teaching. Finally, the study was considered to be of significance because of the identified need for more research on the effects of the use of the models of peer consultation.

Delimitations and Limitations of the Study

Delimitations

The following delimitations were established for this study:

1. Preference was given to faculty members who volunteered from Grant MacEwan Community College and were selected as participants.

2. The training period for the faculty members and for the observations of the researcher were limited to a period of two months, from January to March, 1985.

Limitations

Consultations drawn from this study and subsequent generalizations must be subject to the following limitations:

1. Although most advocates of the peer consultation process support common objectives, differences are evident among the writers and practitioners in the field. The personal orientation and beliefs of the researcher were present during the workshop training and it is possible that the reactions and perceptions of the participants may have been influenced by these biases.

2. No external validity check was made of the perceptions of the researcher.

3. The process of peer consultation requires more time and commitment for adequate follow-up. The quality of the data may therefore be relative to the time allowed for in the research.

Overview of the Chapters

This chapter has provided as an introduction to the background of the problem, the purpose of the study, the significance of the research and the limitations of the study.

The theoretical background and literature related to the theory of consultation, change, faculty development and systematic instructional design is presented in Chapter II. The methodology and research procedures, emphasizing a naturalistic approach, are delineated in Chapter III. Chapter IV consists of a presentation of the data results. The discussion of the implications, conclusions and suggestions for further research are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

An Overview

This review of the literature is presented in two parts, a theoretical review and an empirical review. The theoretical review begins with a general discussion of the essential features of the consulting relationship and is followed by a discussion of the development of the consultation model. The application of the principles of systematic instructional design is described in the subsequent section. The theoretical review concludes with an examination of the need for the individual peer consultant within institutions of higher education as a supplement to the existing programmes in the quest for improved quality in postsecondary education.

The empirical review gives consideration to both the quasi-experimental and the descriptive studies and finally concludes with a description of some professional development consultant training programmes in the United States.

A. Definitions and General Characteristics

> Consultation is fundamentally the act of helping ... is not the mechanical tossing of expertise towards a painful client ... it is the substance and spirit of the helping process which gives consulting its unique humaness...the core of the act of helping is the interaction of two or more people, relating in order to improve some action, situation, or thing...it is a two way process of giving and receiving help in the context of a voluntary, temporary relationship that is mutually advantageous (Bell and Nadler, 1979, p.12).

This definition, proposed by Bell and Nadler to describe the consulting process, contains many universally agreed upon characteristics of the process. For example: It is a very human relationship; it is based on voluntary participation for a temporary period of time; it is collaborative, where both members (client and consultant) share their areas of knowledge and experience in a two way process, the goal of the process being to improve some aspect of the client's working situation or performance; and finally both client and consultant benefit as a result of the process (the client moving towards his/her goals, and the consultant gaining experience).

The nature of the consulting relationship is neither simple, nor easily described. The purpose of this section is to attempt to provide a general discussion focusing on such questions as: How is the term consultant defined in the general literature? What are the general characteristics peculiar to the process? and what constitutes an effective or successful consultation process? Firstly, it is important to briefly define the triadic interactive nature of the consulting relationship (Kurpuis, 1978; Parker et al, 1978. The first component of the triad is the client, the individual or group seeking assistance with a professional problem. Included in the client component is the client's system, which is often described as the ultimate benefactor of the consulting process (Gallesich, 1983; Bell and Nadler, 1979). The consultant is described as the person who, due to his/her reputed competence, experience, expertise, or status, or all of the above, is viewed by the client to be capable of providing the assistance required (Bell and Nadler, 1979). The consultant becomes responsible for facilitating the desired goals of

the client. It is these desired goals which form the third component of the consulting relationship. The entire process, comprised of each of the component parts, forms in itself, a new system via the highly dynamic interaction of the components.

As was earlier mentioned, the relationship is one based on collaboration. This then involves the idea of peers working together, whose areas of responsibility and expertise merely differ. This also implies that the consultant does not employ any form of power within the relationship. According to Caplan (1970) the power within the relationship is only that of the collaborative relationship of the two peers (Dalgaard et al, 1981). The peer quality of the relationship is further fostered by using a consultant from outside the client's professional knowledge area. In this way the consultant can remain independent of the client system (students, client, administrators) by not becoming a part of the hierarchical power system (Gallessich, 1983; Lippitt & Lippitt, 1978; Mouton & Blake, 1983). Both parties are free to introduce ideas and pose questions regarding what they perceive to be important, but the client retains the responsibility and authority for action, remaining free to reject, accept and/or implement any suggestions offered. The implication follows that the consultant does not accept direct responsibility for the client (Dalgaard et al, 1981). It is incumbent upon the consultant to assume the responsibility of modelling openness: assessing in a non-judgmental and non-competitive stance, and providing support in developing the climate necessary for interdependent problem-solving (Kurpuis, 1978).

The goals of the consulting process are as varied as the nature of the process itself. Mouton and Blake (1983) discuss how the major goal is one of bringing about deliberate, planned change of some kind, within the client's system. They describe consultation as being a behavioral science discipline, the purpose of which is to intervene in some fashion so as to break the self-defeating behavior observed in either the client, or within components of the client's system. They further suggest that another aspect of the goals of consultation, is to increase the utilization of the resources by the client or client's system. The ultimate goal for the consultant is to work himself/herself out of a job because the client is able to continue development, growth or improvement, and action without the consultant's presence. Parker and Kreps (1980, p.8) suggest that the consultation process "provides the necessary structure for the teacher (client) to become more thoughtful and reflective".

In contrast to the view of consultation as a behavioral science,is that advocated by Tiberius (1977) and supported to varying extents by Dalgaard et al (1981), and Pilon, Bergquist & Quehl (1979), that consulting be described as a "performing art that can neither be described in the specific instance, nor characterized in systematic terms. A performing art is difficult to learn as one is usually tutored by a master (Mouton & Blake, 1983, p. iv).

These two appearingly opposing philosophies influencing the consultation process and their more subtle complimentary nature are discussed in Section C of this chapter.

A quote from Parker, et al (1978, p. 427) is an appropriate remark to summarize this researcher's view of the consultation

process: "The consultant is a teacher and a learner at the same time. It is the ability to modify what is taught by what is learned that characterizes the consultation process". This ties in nicely with the researcher's view of the collaborative, equal and mutually beneficial nature of the consultation relationship. The dynamic relationship among the three component parts of the model (the client, consultant and the goals) is demonstrated by the continuous modification of what is taught, what is learned.

Given the above description of the consultation process, there are a number of essential features that may be delineated. There appear to be as many essential components of an effective or successful consultation process as there are authors in the field. A list of these essential features of the effective consultation process includes:

(a) A sensitive equilibrium between the "rational and reflective stages (initial ones) of information collection, analysis and feedback and the more intuitive and action oriented stages of planning and intervention" (Pilon, Bergquist & Quehl, 1978, p. 20);

(b) The consultant should not promote specific changes not firstly identified by the client as being important (Lewin, 1935);

(c) The skills of problem diagnosis and identification and those of developing effective relationships are passed onto the client through modelling (Schein, 1978);

(d) The consultant must be both supportive and challenging within the coordinate status relationship (Dalgåard et al 1981);

(e) The relationship must focus specifically on the interactions in the classroom, emphasize growth and development, and be multifaceted (Reichmann & Malec, 1976, p. 303).

This discussion of the consultation relationship suggests that it is highly dynamic in nature and is composed of three essential components which interact within the consultation process.

B. Change And An Historical Overview

(i) Change

The purpose of the consultation process is to effect some degree of change within the client system. The dynamic process of the triadic relationship implies that each component is in the process of continuous change and is affected by any change occurring within each of the components. There are a variety of basic perspectives from which to view change.

One perspective is that of the system focus which has as its central focus some aspect of the goals of the client system. Within this framework of viewing the process of change, there are five levels formed along a continuum as posited by Chin & Downey (1973, p.525).

Level 1 - Substitution: Which results in minimal consequences to the client or client system;

Level 2 - Alteration: Often done in the hope that the change will appear minor, however, the effect of the alterations are often unanticipated;

Level 3 - Perturbation and Variation: Involves changes relating to the performance of some aspects of a client's system, but usually leads to only temporary shifts within the system. These are variations in and around the equilibrium point of the system;

Level 4 - Restructuring: These changes begin to upset the equilibrium of the system and usually result in initial steps towards some fundamental restructuring of an aspect of the system;

Level 5 - Value Orientation: Concern with change or movement in the fundamental values which govern the behaviors of the client/client system.

The most prevalent and idealistic goal of the consultation process would be to effect change and Level 5. However, the short-term nature of the relationship often results in interventions being focused at Levels 1 and 2. Changes occurring at Levels 1 and 2 do not make any significant impact on the client system. For significant impact to occur, change must be effected beginning at Level 3 and culminating at Level 5. In order to accomplish this aim there must first be awareness and acceptance of discrepancies -- between what ought to be and what is actually occurring. The precipitating factor must be an event which emphasizes this conflict and the client must discover the incongruencies without the consultant assuming the responsibility for pinpointing them. It is essential that this process not stop here, for if important change is to result, the client must move onto the next step in the change process -- firstly, believing that at least one alternative is better and secondly, taking action on the chosen alternative (Argyris & Schon, 1976; Tiberius, 1977a & 1977b; Parker, Lawson, 1978; Dalgaard et al, 1981; Carrier et al, 1983).

The second perspective suggests that change is merely a continuous process. Adhering to this view, change becomes a neutral and constantly occurring phenomenon. Planned change occurs within the consultation process because the entrance and subsequent involvement of the consultant with the client/client system

accelerates this naturally occurring, developmental process of change. (Chin and Downey, 1973; Mouton and Blake, 1983).

A third perspective on change is that of the crisis theories. This perspective asserts that services are most effective when the client is in experiencing a state of crisis. This perspective is often referred to as crisis intervention model and adherents to it demand that any concentration of effort by an outside agent of change is most effective when the client system is most disrupted, and hence most motivated to make sincere change efforts (Havelock, 1973; Gallessich, 1983).

Underlining these perspectives has been the assumption of the necessity of change as the focus for the consultative process. However, Argyris (1970) suggests that if this assumption is adhered to, then it becomes a pre-condition within the consulting relationship.

Its long range effectiveness may be in jeopardy if it is borne out of a process where the consultant begins with the assumption of the necessity of change ... if the interventionist helps the system unfreeze and then refreeze at a new level, then his task is not complete. The task is complete when it occurs in such a way that change in the future is equally possible or more possible ... a change that leaves the client system more rigid and apprehensive of future changes may actually have crippled the client system in the long run (Argyris, 1970, p. 23).

The danger of entering the relationship with a determination to effect some type of change within the client system is the possibility of disrupting the client's equilibrium in such a way that

at some future time the client is not willing to take the risk of making any further changes. As a consultant, it is important to realize that it may be crucial to set the stage for risk-taking on the part of the client at some future time, rather than effecting immediate change.

Irrespective of how the change process is viewed, the issue of resistance to change is one commonly encountered by consultants who function in any capacity. The purpose of this discussion is merely to highlight the general issues involved in resistance to change.

It is suggested in the literature that resistance to change is a naturally occurring phenomenon in the face of change. The introduction of a new person into any existing social structure results in the unbalancing of the system, forcing members of the system to make adjustments of some kind. This unbalancing occurs within the consultation process because the consultant's attitudes and behaviours are unknown to the client. Clients are likely to become typically uneasy because they are uncertain about what changes they will be required to make, and whether they will gain or lose in the process. It is also suggested that the client is afraid of what the consultant might think of him/her, and that the client usually expects the consultant's perspective to be negative. These expectations relate to the idea that the client often assumes the likelihood of failure. The natural extension of this fear is that the client will feel an exaggerated need of self-protection and will attempt to control and predict the consultant's behavior (Gallesich, 1983).

Given that resistance is to be expected when the newcomer is known to be a consultant, symbolizing threatening demands and disruption of the status quo because he/she is deemed to be an expert carrying some type of special authority, the fears and ensuing resistance of the client are greatly magnified (Geis, 1981). The title of consultant often carries with it the idea on the part of the client that increased levels of commitment, scrutiny and energy will be demanded. Although it is generally espoused by professionals that objective feedback is a valuable and effective method of learning, these same professionals strongly resist seeking it out.

A second but less obvious form of resistance to change, is that experienced by the consultant. It is a result of the dynamic interaction occurring within the triadic relationship which precipitates this as an issue. The consultant is faced with making changes in his consulting style as a result of feedback coming from the client. This is particularly so when the change which has become evident involves one of the consultant's deep-seated values about the consultation process. What is important for the consultant to understand is that he/she experiences resistance to change in similar ways that are demonstrated in the client. This occurs because of the dynamic interrelationship within the client/consultant system, where change occurring in one part of the system effects each of the other components of that system.

(ii) An Historical Overview

Gallessich (1983) recounts that the notion of consulting and the use of consultants began when government, in conjunction with private enterprise, began to construct what are termed secondary institutions

such as hospitals, social service agencies and schools. This occurred after the industrial revolution, before which the family essentially fulfilled the necessary roles of educating and looking after its members. This period of change created many new societal needs. As a result of the subsequently increasing demands placed on these various institutions, a need was created for a new tertiary institution of consultation to provide an external,specialized system. However, it is suggested by Pilon, Bergquist and Quehl (1979) that this new breed of worker, the turtleneck worker did not emerge clearly until the beginning of the 1970s.

Consulting as an emerging profession is characterized by a continuous developmental process. Gallessich (1983) describes three developmental stages of growth or movement experienced by an individual who is in the process of enriching his/her consultation abilities and experiences. While these stages specifically reflect those encountered by the individual, they appear to reflect the general developmental nature and the stages of growth of the profession of consulting. Gallessich states that the three stages "differ in the degree to which practitioners are involved and committed to the consultant role and the degree to which this role is differentiated from others" (Gallessich, 1983, p. 41).

Stage 1: During this phase, the consultant's role was only occasionally experienced and remains vaguely defined. It was basically an extension of the individual's other professional activities.

Stage 2: As the need for consultative assistance increase, it was to be recognized that consultation was possibly a sub-specialty

in itself which requires additional skills and knowledge. The lack of literature in the field leaves the consultant, isolated in his/her role, only to be guided by on-the-job experience.

Stage 3: During this stage the consultant begins to assume a separate identity as a consultant. At this point many begin extensively to research the area, write about it, offer workshops, and present papers at professional meetings. It is at this stage that consultation become a profession respected in its own right, exhibiting a specific body of knowledge and developing a theoretical and experiential base.

It would appear that the development of consultation as a profession is in a transition period and therefore is fluctuating between Stages 2 and 3. While workshops are being given and research conducted in the area, consultants generally experience the tension and frustration of isolation characteristics of Stage 2.

While not writing in the area of consultation, Snow (1974) presents an interesting parallel to that of Gallesich (1983), when he outlines the sequential and hierarchical processes which researchers move through in constructing a theory. Snow's (1974) first stage, the observational perspective, can be matched with Gallesich's (1983) Stage 1 in the development of the profession of consultation. The history of the profession, for the large part, has been spent in the observation and data analysis stage. Therefore, research has largely concentrated in this area, developing specific competencies for consultants deemed necessary to provide an effective service for the client. Specific competencies are either emphasized or assigned minor importance, depending upon the philosophy of the consultant and

the specific needs of the client. These specific competencies may be grouped into three separate areas, that of knowledge, skills and attitudes. Although the following clustering has been taken from Lippitt and Lippitt (1978, p.96, 97), it encompasses the ideas of many of the authors in the field.

KNOWLEDGE AREAS

1. Thorough grounding in the behavioral sciences;
2. An equally thorough foundation in the administrative philosophies, policies and practices of organizational systems and larger social systems;
3. Knowledge of educational and training methodologies especially laboratory methods, problem-solving exercises, and role playing;
4. An understanding of the stages in the growth of individuals, groups, organizations, and communities and how social systems function at different stages;
5. Knowledge of how to design and help a change process;
6. Knowledge and understanding of human personality, attitude formation and change;
7. Knowledge of one's self, motivations, strengths, weaknesses and biases;
8. An understanding of the leading philosophical systems as a framework for thought and a foundation for value system.

SKILL AREAS

1. Communication skills: listening, observing, identifying and reporting;
2. Teaching and persuasive skills: ability to effectively impart new ideas and insights and to design learning experiences that contribute to growth and change;
3. Counselling skills to help others reach meaningful decisions on their own power;
4. Ability to form relationships based on trust and to work with a great variety of persons of different backgrounds

and personalities; sensitivity to the feelings of others; ability to develop and share one's own charisma;

5. Ability to work with groups and teams in planning and implementing change; skill in using group-dynamics techniques and laboratory training methods;

6. Ability to utilize a variety of intervention methods and the ability to determine which intervention is most appropriate at a given time;

7. Skill in designing surveys, interviewing and other data-collection methods;

8. Ability to diagnose problems with a client, to locate sources of help, power and influence, to understand a client's values and culture and to determine readiness for change;

9. Ability to be flexible in dealing with all types of situations;

10. Skill in using problem-solving techniques and in assisting others in problem solving.

ATTITUDE AREAS

1. Attitude of a professional: competence, integrity, feeling of responsibility for helping clients cope with their problems;

2. Maturity: self-confidence, courage to stand by one's views, willingness to take necessary risks, ability to cope with rejection, hostility and suspicion;

3. Open-mindedness, honesty, intelligence;

4. Possession of a humanistic value system: belief in the importance of the individual; belief in technology and efficiency as means and not as an end; trust in people and the democratic process in economic activities.

Snow's (1974) next stage, that of model development, parallels Gallesich's (1983) Stage 2. It is at this stage that the naive concepts of the observation and data analysis stage were further developed and grouped into concepts. Out of the research conducted at this stage can be found a number of models of the consulting

process (which are available for use). It would appear that there are basically two categories of models; the sociological models and the psychological models. The ideas of Bales (1950) in small group problem-solving; the techniques of studying group process put forth by Chappel (1940) and Lewin's (1935) work in the field of group dynamics formed the cornerstone of the sociological models. Examples of those authors whose writings contributed to the foundations of the psychological models are Carter et al (1951) and McGregor (1950). McGregor's (1950) work had a major impact because he suggested that assisting a client through diverse interventions resulted in a more effective problem-solving process which facilitated the individual's movement toward self-remedy of the problem.

More recently authors in the field of consultation have begun to move towards Snow's (1974) third stage, that being the development of a meta-theory -- developed by a combining of various models. One of the pioneers in the attempt to develop a meta-theory of consultation was Schein (1969). His model of process consultation combines the ideas of the authors of both the sociological and psychological perspectives.

Tiberius (1977(a), 1977(b)), in his writings dealing with the model of reciprocal interaction and Parker & Lawson (1978), as a representative of the Minnesota group and the model of co-ordinate status consultation, draws heavily upon the ideas of Lewin (1935), Knox (1977), and Hunt (1976, 1978). From Lewin (1935) comes his classic interaction statement - behavior (B) is a function (f) of the Person (P) and the Environment (E), or B= (f) P,E (Carrier, Dalgaard and Simpson, 1981). In particular, the following aspects of Knox's (1977) theory have been employed:

1. Individual faculty members have a tremendous wealth of experience;

2. The motivation of adults to learn increases when they participate in the process and take personal responsibility for their development within it;

3. The learning process for an adult is enhanced when their expertise base is acknowledged as important and they are encouraged to build on that base during the learning process (Carrier, Dalgaard, & Simpson, 1981).

From Hunt's (1976) research the ideas was adopted that there is a very significant interaction of the characteristics of the students' growth with those of the instructor. Also adopted was Hunt's notion that each faculty member has a set of personal theories concerning their students' characteristics, motivations and the teaching/learning system.

While both Tiberius (1977(a), 1977(b)), and Parker & Lawson (1978) adopt Hunt's (1976) latter statement, is one area of divergence between the two models is the implications which each draws from this concept. Tiberius (1977(a), 1977(b)) began by focusing on the quality of the interaction between teacher/student, teacher/content, and student/content. He also attempted to build a comprehensive understanding of how each component of the dynamic relationship perceives the other. Therefore Tiberius' thesis is that conflict or difficulty arises within the teaching/learning system because any one of these components may have an inaccurate perception of the other's intentions or behaviors. Parker & Lawson (1978) on the other hand more strongly adopted the ideas proposed by Argyris (1970, 1976) that the individuals (teachers) have two separate personal theories - espoused theory and theory in use, both of which the consultant must be able to clearly delineate. Acceptance of

Acceptance of Argyris' ideas (1970, 1976) implies the necessity of surfacing discrepancies between these two separate theories.

C. An Approach To The Consultation Process

Prior sections have discussed model development in terms of Snow's (1973) framework, followed by a brief description of the theoretical origins of the major models and approaches to the consultation process. The purpose of this section is to highlight the major roles, functions and strategies/interventions which the researcher has found to be appropriate and useful regarding the goals and focus of the triadic consulting relationship.

It appears from the literature that the available models may be classified generally into two groups, which fall along a continuum, from directive to non-directive. Lippitt and Lippitt (1978) suggest that consultant behavior varies in its degree of directness. In the more directive models, the consultant assumes leadership within the relationship and adheres to the general principles of the Behavioral Sciences. However, in adopting the more non-directive approaches to consultation, the consultant employs the philosophies and strategies applicable to Humanistic philosophies. It is emphatically stated in the literature that these two groups of models are not deemed to be mutually exclusive, but that they are both demonstrated in various forms during any phase of the triadic relationship. This lack of mutual exclusivity is similar to that which will be discussed in the section dealing with the application of the Humanistic and Behavioral approaches to instructional design (Lippitt & Lippitt, 1978).

A more effective approach to consultation results from the combining of ideas taken from both the more directive and the more non-directive models. Therefore the model employed by the researcher encompasses aspects from all parts of the continuum.

The model proposed by the researcher is a result of the compilation of the ideas from the major authors in the field, but primarily encompasses the approaches of Tiberius (1977(a), 1977(b), 1980) and Parker & Lawson (1978). As discussed earlier, both authors adopted Hunt's (1976) concept that each faculty member has a set of personal theories concerning the teaching/learning situation. It has also been shown that Tiberius (1977(a), 1977(b)), and Parker & Lawson (1978) draw different implications from this statement. In the opinion of the researcher it becomes more comprehensive, and therefore more effective, to give consideration to employing both the Tiberius (1977(a), 1977(b)) model and Parker & Lawson (1978) model. As a result, one aspect of the purpose, within the consultation relationship, becomes the articulation of any discrepancies between the client's espoused theories and the theories in use. This discrepancy is used as a catalyst for change, (Parker, 1978). Within the same consulting relationship it also becomes important to clarify inaccurate perceptions held by members of the client system about each other's actions, behaviors or intentions, (Tiberius, 1980).

The following is a compilation of the goals, focus, roles, functions, strategies and skills which the researcher has chosen to adopt as components in her application of the existing models:

(a) Goals

-to identify problem areas;

-to help the client break out of a self-defeating behavioral cycle;

-to transfer to the client, the skills necessary for the client to improve their own problem-solving process after the consulting relationship has concluded;

-to identify any interpersonal and/or group dynamics that hinder the client's ability to problem solve more effectively. (Lippitt and Lippitt, 1978; Schein, 1978; Mouton and Blake, 1983; Parker & Lawson, 1978; Dalgaard et al, 1981);

-to facilitate accurate perceptions on the part of the various members of the client system;

-to facilitate the process of discovering alternate teaching and learning strategies, (Tiberius, 1977(a), 1977(b), 1980);

-to enable the client to increase his/her ability to analyze his/her own teaching models, and philosophies of teaching and learning;

-to empower the client to become skilled at evaluating courses of action towards improvement;

-to increase the client's ability to modify teaching methods/styles to the developmental stages and learning characteristics of their students;

-to help the client capitalize on strengths and minimize inadequacies, (Lippitt & Lippitt, 1978; Schein, 1978; Kurpuis, 1978; Parker & Lawson 1978; Dalgaard et al, 1981).

(b) Focus

-on a joint problem solving process diagnosis by paying attention to task processes that describe problem-solving activities, how information is gathered, how decisions are made and how problems are defined (Lippitt & Lippitt, 1978; Schein, 1978; Mouton and Blake, 1983; Parker & Lawson, 1978);

-on the student/teacher interactive relationship (Tiberius, 1977(a), 1977(b), 1980);

-on information related to the manner in which the client carries out teaching responsibilities, the way the client would like to teach, and the methodologies employed. (Parker & Lawson, 1978; Dalgaard et al, 1981).

(c) Roles

-facilitator, modeller and trainer (Argyris, 1970; Pilon, Bergquist & Quehl, 1979; Lippitt & Lippitt, 1978);

-to assist a client to better perceive, understand and act on process events;

-to provide new and challenging alternatives to the client.

-observe the client and the client's system interaction and convey this information back to the client;

-to ensure that the client retains responsibility and problem ownership, (Lippitt and Lippitt, 1978; Schein, 1978; Mouton & Blake, 1983; Parker & Lawson, 1978; Dalgaard et al, 1981);

-fact-finder, joint problem solver, educator (Tiberius, 1977(a), 1977(b), 1980; Lippitt & Lippitt, 1978; Steele, 1969; Ferguson, 1968);

-resource linker (Pilon, Bergquist & Quehl, 1979; Ferguson, 1968; Mouton & Blake, 1983);

-to become the 'co-ordinator' to facilitating the matching progress between the various parts of the client system (Argyris, 1970; Hunt, 1976);

-maintain an objective stance in the stimulation of ideas and the interpretation of available data (Lippitt & Lippitt, 1978; Schein, 1978; Kurpuis, 1978; Parker & Lawson, 1978; Dalgaard et al, 1981).

(d) General Strategies

-to confront the client with apparent issues by making the unspoken available for discussion;

-use of discussions, interviews, and data gathering with the client and members of the client system related to the areas of concern. This data is to be obtained from a minimum of three sources (Tiberius, 1977(a), 1977(b), 1980; Lippitt & Lippitt, 1978; Schein, 1978; Parker & Lawson, 1978; Mouton & Blake, 1983; Dalgaard et al, 1981).

(e) Skills

-ability to ask reflective questions;

-facilitating client progress towards confronting problems in independent decision making;

-probing and paraphrasing;

-sensing blocks;

-withstanding increased level of frustration;

-possessing low need for control;

-ability to generate and integrate information; (Argyris, 1970 Pilon, Bergquist & Quehl, 1979; Lippitt & Lippitt, 1978);

-observe client's problem solving style;

-arouse issues;

-mirror feedback;

-model facilitating problem-solving;

-well timed clarification,summarization;

-flexibility;

-understands small group dynamics;

-understanding of developmental theory; (Lippitt & Lippitt, 1978; Schein, 1978; Mouton & Blake, 1983; Parker & Lawson, 1978; Dalgaard et al, 1981; Tiberius, 1977(a), 1977(b), 1978, 1980).

-designing questionnaires;

-analyze and synthesize data;

-plan and give feedback;

-possess a sense of what data to look for;

-possess a sense of how and where to secure data in the least disruptive manner; (Lippitt & Lippitt, 1978; Ferguson, 1968; Steele, 1969).

The authors who have developed the various models of consultation have also described the stages applicable to their particular model and the activities which occur during each of the specified stages. The stages are sequential in nature and provide a road map for the consultant to follow in pursuing the goals of the process. In the researcher's opinion a detailed examination of these

phases and their associated activities is not necessary for the reader to obtain more than a general idea of the various phases and their appropriate activities. A general outline is presented in Table 1.

Once again, it is the researcher's opinion that a more comprehensive approach to the consultation process results through the compilation of the stages as proposed by each of the authors in Table 1. It is this compilation that the researcher has chosen in establishing her model of consultation. The process by which the consultation activities are facilitated is assumed in all of the previous models. However, it is not clearly articulated because the process is a central component within the triadic, dynamic, interactive model. One must be concerned with it, and develop a system to more clearly delineate the nature of this process. A crucial feature in the move from the previous conceptions of models to the current conception of a meta-theory with the aim of eventually developing a theory, is that the goal of consultation is since change and change is a process, there must be something that dynamically interacts with all the different parts of the current model. It is the researcher's suggestion that the process which provides this function is the application of the principles of of Systematic Instructional Design.

Table 1
Phases of the Consultation Process

STAGES / MODELS	1. INTIAL INTERVIEW: ENTRY INTO SYSTEM PRELIMINARY EXPLORATION	2. CONSULTANT OBSERVES CLIENT AND CLIENT SYSTEM IN ACTION (TEACHING)	3. DATA COLLECTION	4. CONSULTANT OBSERVES CLIENT SYSTEM IN ACTION AGAIN	5. SUMMARY REPORT
PILON, BERGQUIST, QUEHL (1979)	entry into client system make initial contact to clarify nature of relationship		use interviews, questionnaires, surveys		information analysis
TIBERIUS (1977) RECIPROCAL-INTERACTION	discuss concerns, expectations aims and the purpose of the relationship	purpose is to compare teachers verbal descriptions and actual teaching in action	interview students to supplement observations, interview data to get at the issues that need to be addressed	to identify specific teacher behaviors supporting student perceptions of important issues	given to the teacher summarizing "issues for consideration"
SCHEIN (1969) PROCESS CONSULTATION	define consulting relationship select methods of working together		interviews, survey questionnaires observation by consultant if necessary		analysis of gathered information
LIPPITT & LIPPITT (1978)	identify, clarify needed changes formulate contract explore potential for working together		diagnostic analysis through 'force-field analysis	analysis of gathered information	
DALGAARD ET AL (1981) PARKER ET AL (1978) COORDINATE STATUS CONSULTATION	build relationship information re: exposed theory, course goals teaching style view of students	collect data by observing the teacher in action to understand the theory in use	interview students		highlight discrepancies, revise problem definition

Table 1 (cont'd)

STAGES / MODELS	6. DISCUSSION MEETING WRITTEN REPORT	7. DISCUSSION MEETING	8. DESIGN AND IMPLEMENT IMPROVEMENT ACTIONS	9. RECOLLECTION OF DATA	10. EVALUATION OF CONSULTATIO PROCESS
PILON, BERGQUIST, QUEHL (1979)	feedback used to help client move from reflection to action	redefinition of original contract	plan interventions and carry out actions		evaluate the interventions re-contract keep door open for further relationship
TIBERIUS (1977) RECIPROCAL-INTERACTION	to help client understand student perceptions	generate actions that client feels are applicable	implementation of discussed actions	re-interview students to determine effect of implemented actions	discussion of effect of actions, keep door open for further relationship
SCHEIN (1979) PROCESS CONSULTATION	feedback session	generate appropriate strategies and select actions	implement selected actions		evaluate the intervention keep door op for further relationship
LIPPITT & LIPPITT (1978)	set goals, plan further actions, give feedback		implement selected actions		evaluate actions, give guiding feedback, revise actions, plan for continuing support
DALGAARD ET AL (1981) PARKER ET AL (1978) COORDINATE STATUS CONSULTATION		faculty determines which issues/problems problems to address	formulate action plans, plans how to implement and evaluate effect, try out the ideas		faculty assesses the movement, towards the goals, provide for continuing relationship if required

D. Application of Systematic Instructional Design Principles To Consultation

An overview of the various models of consultation, the essential and successful competencies, and the triadic nature of the consulting relationship has been present. In other words, the structure of the process has been provided. Now the principles of systematic instructional design are applied in order to facilitate the interaction among the three components of the consulting relationship. Application of these principles is viewed, firstly, as a vehicle to help solidify the models of consultation, and secondly, as a method of organizing the essential competencies from the writings of authors in the field.

Consultation is a process involving at the minimum the consultant, the client, and the goals (Tiberius, 1977a, Parker & Kreps, 1980, Pilon, Bergquist & Quehl, 1979). Process, the keyword, is defined by the Random House dictionary as "a systematic series of continuous and regular actions directed towards some end; a continuous operation or series of changes taking place". All of the consultation models examined in this literature review, either directly state, or indirectly imply, and describe essential 'stages' or 'phases' of their particular model. A stage or phase is described as a single step in a sequenced process. Mouton and Blake (1983) actually describe 'consultation' as a behavioral science. This then implies that the process of consultation can be described in systematic terms and applied in a deliberate manner.

The fact that consultation is a process, executed in a deliberate fashion consisting of various phases, whose goal is the improvement,

and therefore change, in some aspects of the client's teaching ability, suggests that the principles adhered to are very similar to those of systematic instructional design. Although an in depth account of the vast body of literature related to the field of instructional design is beyond the scope of this thesis, a very brief summary of the concept will be presented here. The greatest success in improving the quality of teaching at postsecondary institutions, and in affecting the widest body of people is ensured through the process of combining the various models of consultation and building upon the principles of systematic instructional design.

There appear to be many terms employed to describe a systematic instructional design philosophy, for example, learning systems approach or design, and the systematic approach to instruction. Although the prominent authors in the field attempt to make distinctions among these and other related terms, the general principles, goals and philosophies appear to be very similar. For the purposes of this discussion, they will be deemed to be synonymous and will be used interchangeably. The approach taken here to discuss the principles of systematic instructional design will be firstly, to describe the various terms, their common characteristics and purposes and secondly, to present in succinct fashion, two models of systematic instructional design as presented by Dick and Carey (1978) and Glaser (1976). The purpose of presenting these models is to illustrate the basis upon which the stages or phases of the consultation process are built.

Glaser (1976) describes the term design as the search for the most appropriate assembly of components. In order to select the most appropriate combination of elements, they must first be assembled into a number of alternatives. The purpose of design involves testing the various alternative pathways against fixed parameters, partial constraints and values. He suggests that implied in the word design is the goal of changing an existing situation into a preferred one, not via a one-shot intervention, but through a process of successive improvements.

Since both systematic instructional design and the consultation process are described here as encompassing the same three elements -- consultant/teacher, client/student, and goals -- they can be viewed from the same interactive process-orientated framework. Thus, the consultation process and the roles and functions of the consultant are being linked to that of teaching and instruction. The teaching and/or the instructional process is assumed to be that of facilitating effective learning on the part of the student.

Dick and Carey (1978) suggest that there are two basic approaches to the process of instruction (consultation process could be substituted here) -- that of the humanistic and the behavioral science approaches. If the consultant or the teacher adheres to the humanistic approach then the following guidelines are applied:

1. Interest is focused towards the total development of the individual with the application of the theories of individual differences being essential;

2. Effective teaching implies demonstrating genuine concern for the individual students as they "attempt to define the areas of learning that are important to them" (Dick & Carey, 1978, p. 2); and

3. The essential focii of teaching are the interactive relationships between the student and the teacher and the student and the content material. The emphasis is placed on such processes as flexibility and adaptability. It is assumed in this approach that "there is no best way to manage a classroom, or organize a learning experience ... no single formula for good teaching ... and that there are a number of approaches, with any one or more being appropriate for the needs of the particular student. (Dick & Carey, 1978, p. 3).

Adhering to the behavioral science approach implies very different guidelines and assumptions. In this approach to teaching and consulting, the teacher or consultant is viewed as the person responsible for the process, and the process is not left to the individual interests of the target group. The emphasis is directed towards application of the empirically based research in the area of learning theory. Clear definitions regarding what the target group (students) is expected to become knowledgeable about are provided and the conditions required for achievement of the desired outcomes are stated.

Although the two approaches appear to be diametrically opposed philosophies, Dick and Carey (1978) comment that both emphasize the significance of individual differences and the subsequent need to provide appropriate instruction to accommodate these differences. The two processes only differ in the process of goal determination. In the humanistic approach the goals are jointly determined between client and consultant or teacher and student. In the direct application of the behavioral approach the goals are pre-determined by the experts. However, both use similar processes to achieve the desired goals. If one combines these sets of processes, then the probability of reaching the goals is greatly enhanced. The same comment has been made regarding the consultation process.

There exist competencies that can be used similar to those competencies listed for consultants. By combining these competencies within the process framework, we are approaching more effective models of systematic instructional design and of consultation. The ultimate goal of systematic instructional design activities is the delineation of a theory of instruction which will specify the optimal method of instruction, given the characteristics of the target group and of the learning task itself. Systematic instructional design has been described as a management tool facilitating the examination of all aspects of the problem. It allows the user to interrelate the effects of one set of decisions on others and to use the resources at hand in an optimal manner to resolve the problem (Kearsley, 1977; Twelker et al, 1972; Briggs & Gagne, 1974). Davis et al (1974) suggest two major characteristics of the systematic approach which can also be descriptive of the consulting process. Firstly, the teaching/learning process is viewed as an interaction whose essential purpose is that of facilitating learning on the part of the target group. Secondly, it demonstrates the use of a specific methodology involving organized procedures of planning, designing and implementing strategies in view of evaluating the total process of teaching and learning. Wildman (1981) and Briggs & Gagne (1974) describe the common characteristics of a system or systematic approach. Wildman (1981) suggests that to reach the predetermined goal (the third component of the triadic consultation system), each component or element must be congruous with all others in the system. The educational consultant, the first component of the triadic consultation system, often concludes, after examination of

the elements in the teaching-learning system, that the teaching style of the professor is not congruent with the learning styles of the students, and that hence the desired goals of the course can not be obtained. An additional characteristic submitted by Briggs and Gagne (1974) is that adherence to a systems model implies acceptance of the goals defined by the system. This characteristic is basic to the consulting process. In all of the models of consultation appropriate to the educational or peer consultant, a basic premise is that the consultant focuses on and presents data related to those areas described by the client to be of concern. The responsibilities of the consultant include neither designation of the problem area, nor autocratic selection of goals of the consultation process. The focus of the consultation process is directed towards the learning system (students) in particular.

Systematic instructional design involves carrying out a number of steps beginning with the analysis of the goals and ending with an evaluated system of instruction that demonstrates success in meeting the defined goals. Each step leads to decisions which become inputs into the next step, and each step is checked against evidence that is fed back from subsequent steps in order to provide an indication of the validity of the system (Briggs & Gagne, 1974). The key factor facilitating the improvement or change is this prompting to check for interconnections among the various elements comprising the system. This continuous process provides information regarding how to manipulate the learning environment so that the desired goals are attained (Schultz, 1983; Kearsley, 1977).

Davis, et al (1974) suggest there are two aspects of the

learning systems approach which bear noting as they also describe the consultation approach. The first aspect is the philosophy that determines the attitude of the designer (consultant) and the second is the actual process itself and the corresponding set of conceptual tools. The skilled designer has at his/her disposal both a variety of strategies and techniques that are used as required and does not treat the system design process as if there were only one approach. The skill involved on the part of the consultant/ designer is to know when and how to apply which conceptual tools (Davis, et al, 1974). Systematic instructional design then becomes the process of interaction within the consultation system.

Davis, et al (1974) provide a comprehensive list of the characteristics of systematic instructional design process which incorporate procedures and processes described in the theories of consultation:

(a) The system's goals and resources are specified before design decisions are made. The fact that the requirements of the system are specified means that no viable alternatives are neglected;

(b) The learning system design process provides for progressive correction at each stage of the process in order to constantly monitor whether the system's goals are being achieved;

(c) The process is repetitive and interactive, enabling the designer to plan the system and interrelate the various component parts;

(d) The learning system operates more efficiently when all component parts assist one another in achieving the stated goals;

(e) The system must be designed to operate compatibly with other interacting systems. The characteristics of the smaller environment must fit within the larger environment;

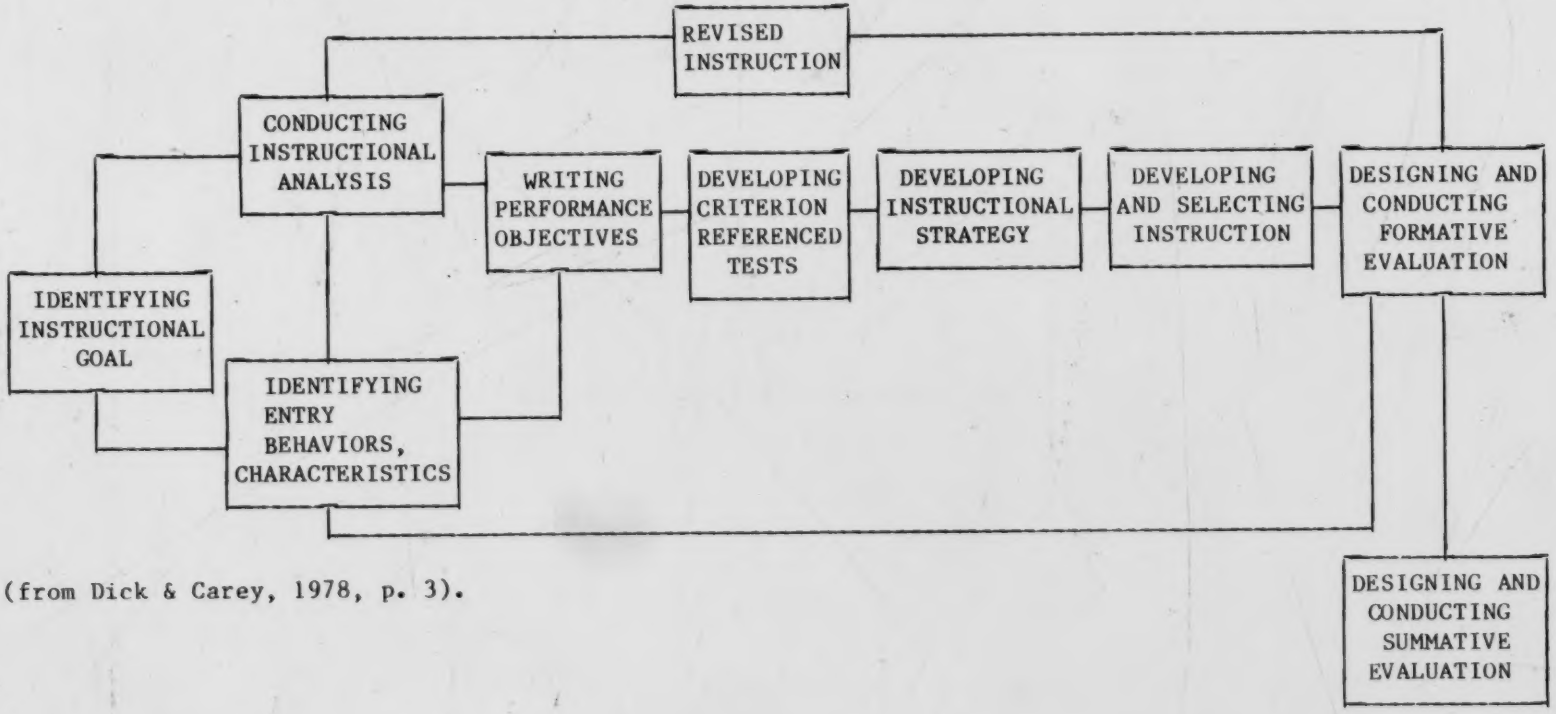
(f) No component or procedure of the system can be modified without having an effect on other components within the system.

Two examples of systematic approaches to improving instruction are presented in Tables 2 and 3 to illustrate two of the many approaches available to the consultant/client in attaining the various goals of the consulting relationship. While the systems here are linear in appearance, in reality they are of a reciprocal and interactive nature. A consultant desiring to employ such a system (i.e. Glaser's Model, Table 2) must be constantly aware of this factor. Any changes which a consultant would propose to make at the level of instructional procedures, for example, must be done in consideration of all other components of the system; for any change to one level without such consideration will result in a disruptive change in the other components.

The applicability of the foregoing illustrations to the triadic nature of the consulting relationship -- client, consultant and goals — becomes more apparent if it is remembered that the relationship is not static but rather dynamic and interactive. No change in any of the component parts can be seen in isolation. Each component serves to provide feedback to the other components and by so doing allows for participants to determine whether the system has met its desired objectives. It is the essence of the very interactive nature of the relationship that provides the basis for accountability among the components.

Table 2

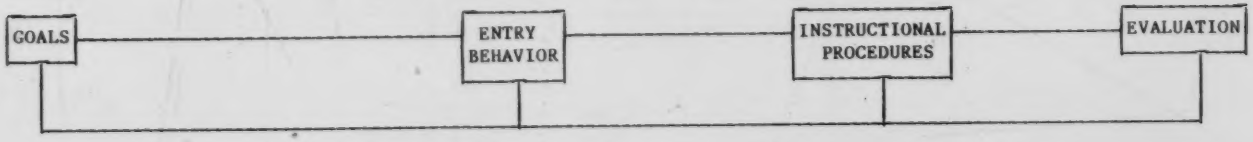
Systems Approach Model For Designing Instruction



(from Dick & Carey, 1978, p. 3).

Table 3

A Basic Teaching Model (Learning System Design) - Glaser (1962)



WHERE YOU WANT THE STUDENT TO BE	WHERE THE STUDENTS ARE AT THE TIME THE COURSE BEGINS	HOW YOU WILL FACILITATE THE LEARNING PROCESS IN VIEW OF THE GOALS AND THE ENTRY BEHAVIOR	HOW WILL YOU DETERMINE THAT THE STUDENTS HAVE ATTAINED THE LEARNING OBJECTIVES
-goals of the institution	-terms associated with entry	-application of useful	-evaluation tests the effectiveness of the entire system
-instructor's general and specific objectives	individual differences,	learn (ie. learning cognitive operations)	
-task descriptions	Examples of components of entry Behavior:	-Characteristics of instructor (personality, values, beliefs, etc)	
-task analysis (Gagne, Bloom)	-current knowledge -learning styles -learning experiences -general and specific aspirations -physiological maturation -cognitive maturation -emotional maturation	-Teacher competencies -Teacher behaviors that correlate with teacher effectiveness -Models of teaching -Theories of Learning	

E. Need For Individual Consultation In Higher Education

In previous sections, theoretical aspects of consultation have been discussed, specifically with reference to the development of theoretical models of consultation. Consideration was also given to principles of systematic instructional design, described as a process by which the theory of consultation is put into practice. From these general principles came a more directed examination of the models of consultation, applied via the principles of systematic instructional design, to an educational setting. This section looks specifically at the need and appropriateness of the previously discussed process and theory of consultation in institutions of higher education.

Commitment to the development of some form of teaching improvement programme has been demonstrated by institutions of higher education, as a result of universally accelerating demands for change and accountability. In response to these demands it is suggested that there are basically two approaches employed within these institutions. The first one is offered under the umbrella of faculty development, and focuses on improvement through individual growth. The second approach, that of instructional improvement, has as its focus the designing or re-designing of courses and/or curriculum, and employs the principles of systematic instructional design (Gaff, 1975; Dalgaard et al, 1981). Programmes of both the faculty development and instructional improvement approaches have lacked the desired level of success due to a number of problems common to both. Short-term workshops, while generally well received by faculty, offer little impact in the long term. The faculty member

is left on his/her own to attempt to implement the knowledge gained through attending the workshop without a clear understanding of the personal application of these ideas. Also, the faculty member is often forced to redesign his/her concerns in such a way as to fit the service offered. The net result implied here is that the major problem may not be resolved if it does not happen to fit the focus of the workshop (Dalgaard et al, 1981; Melnick & Sheehan, 1976). Access to expert centers has become limited to those faculty members who find it basically non-threatening to disclose their teaching frustrations and difficulties to another professional who has been labelled as an expert. (Melnick & Sheehan, 1976; Gaff, 1975). Financial incentive generally do not offer assistance to the faculty member who is committed to improving teaching, but who does not know how to go about this process, or who thinks that he/she knows how, but requires individualized support and assistance in attempting to implement changes (Change Publication, 1974; Melnick & Sheehan, 1976).

Irrespective of which programme is offered and within which category the programme is classified, inherent in the general philosophies describing how to improve teaching, are found some major impediments to success. The first is rooted in the assumption of the rational man. This view of the nature of man assumes that if an individual is provided with clear information, this information will then automatically be transmitted into action. However, faculty members hold perspectives about the teaching-learning process which may severely limit their teaching effectiveness and the type and scope of information which they are capable of gathering (Tiberius, 1977(a). The faculty member will only gather information which

complements his/her pre-conceived notion and biases, and that relates to issues that the he/she is prepared to deal with at that time (Pilon, Bergquist & Quehl, 1979; Mouton & Blake, 1983; Tiberius, 1977(b); Smith, 1983; Argyris, 1976). Associated with the limitations of personal perceptions is the idea that individual behavior becomes habitual and is therefore beyond conscious control. Therefore, it is implied that the individual faculty member remains unaware of his/her impact on others and furthermore unsuspecting of the possible self defeating consequences of the behavior. In other words, he/she remains frozen in his/her attempt to identify and break out of any damaging cycle (Mouton & Blake, 1983; Argyris, 1970). It is apparent that any movement towards teaching improvement will involve some type of change with respect to teaching styles and/or philosophies and values. As was previously discussed, the more fundamental the required change in attitude or value, the greater the likelihood of severe resistance. It is suggested that faculty become seriously discouraged when they attempt change or improvement alone (Bakker & Lacey, 1980; Kozoll, 1978; Havelock & Havelock, 1973).

> Professional development to improve teaching is not a simple polished subject. The theory is wide-ranging, occasionally contradictory, and still emerging. Practice is going through the stages of trial and error. Systematic research is sadly lacking ... the answer to how institutions of higher education should go about improving teaching varies with each institution and with each professor. (Lindquist, 1978 p. 253).

A more effective strategy in the quest for successful teaching improvement programmes is the use of the individual consultant in combination with the principles of faculty development programmes and the principles and methods of instructional improvement programmes.

This consultant requires a background in the competencies of consulting and in those required of an instructional designer. Taking this one step further to alleviate the roadblock caused by the expert label, is the use of the peer consultant. This peer consultant is an academic professional who functions as a consultant to other faculty members not associated in his/her area of content expertise. This condition addresses the issue of perceived threat and resistance to change, as content discussions are not an issue in this relationship. The peer consultation process consists of reflection, analysis, and review of individual teaching skills with the intended aim of taking concrete steps towards improving individual teaching (Reichmann & Malec, 1976; Change Publication, 1974).

The assumption of the philosophy of rational man is not applicable to human behavior because behavior is cyclical, often unconscious in nature, and individuals are blinded by their own perceptions and values. Therefore individual interaction between client and consultant is necessary in order for the gathered data to be presented in such a form that the faculty member is willing to accept it, for if the data are not accepted it can not be of use to the faculty member. This is also particularly pertinent to the idea of resistance to change and the difficulty for an individual in attempting to adopt a generalized strategy into his/her own style of teaching.

Individualized consultation is merely an application of the volume of literature emphasizing the importance of individualized instruction in meeting the needs of students. The individualized

consultation process provides the flexibility necessary to meet the unique needs and resources of the individual faculty member.

The benefits of an individualized peer consultation programme are that, unlike other programmes which offer themselves as solutions to the problem of improving teaching, peer consulting can convey information drawing upon the literature of systematic instructional design and faculty development. More importantly it can adjust the application of this literature to the individual client's needs, resources, value and perceptions of the teaching/learning process.

F. Existing Programmes:

The prior sections have focused on the need and appropriateness of using the peer consultation model as a necessary complement to any faculty development and instructional improvement programmes already in place. The consultant model appropriate within the system of higher education involves a dynamic interaction between the three component parts (client-consultant-goals) of the consultation system. These three components are well developed and described in the literature. Their process of interaction however is much less well documented and still of concern. The results from both quasi-experimental and descriptive studies highlight these process concern issues. Consideration will first be given to the three quasi- experimental studies arising out of the University of Massachusetts consultation format. Following this will be a review of some descriptive studies. This section will end with a summary of the recommendations and conclusions of these studies. These recommendations represent the general process factors which bear

consideration.

(i) Group I - Quasi-Experimental Studies:

The research study of Erickson and Sheehan (1976) is a study of the programme at the University of Massachusetts, whereas the two studies of Erickson and Erickson (1979) describe the effects of the programme applied to faculty members at the University of Rhode Island (Study Number II, being a follow-up to Study Number I). These three studies will be summarized and compared on the following dimensions: the purpose of the study or the problem addressed; the method, including subjects, instruments, process or proceedings; treatment; results (presented in outline form in Tables 4 & 5); conclusions and limitations.

The authors of these studies began their investigations with a common purpose: to provide evidence of the possible impact of an individual consultation programme on both the participating faculty members and their students. They attempted specifically to provide documentation regarding whether or not faculty and students experienced this service as practical and efficient in the promotion of qualitative changes in teaching performance. Due to the fact that Erickson and Erickson's (1979) number II study was conducted as a follow-up to study number I, the focus was more specific. The second study attempted to discover if faculty members who had previously participated in one semester of full consultation process had changed and improved their teaching in ways which would be apparent to the students in subsequent classes. Participation in these studies by all subjects (faculty) was voluntary in nature. The only study

Table 4
Erickson and Erickson Studies

	ERICKSON, ERICKSON STUDY #1	ERICKSON, ERICKSON STUDY #2
SUBJECTS	- 24 male faculty participants - female faculty - 833 university student responses - 27 undergraduate psychology students - 79% students responded to both early and late questionnaires	- 20 faculty participants who experienced the full consultation process for one semester, and were re-teaching a comparable course - 12 male faculty - 8 female faculty
INSTRUMENTS	- short form TABS - A questionnaire - interviews - classroom observation - video tapes - 15 item instructor satisfaction questionnaire, midway through semester and at the end of consultation	- short form TABS - A - readministration and comparison to TABS - A form from faculty member's previous consultation experience
TREATMENT	- Random Assignment Two conditions: 1. Experimental group, full consultation process 2. Control group, no consultant, no questionnaire results	- no treatment - condition was one previous semester within the last three semesters during which faculty member participated in full consultation process

Table 4

	ERICKSON, ERICKSON STUDY #1	ERICKSON, ERICKSON STUDY #2
RESULTS	1. of the 20 volunteers, a total of 35 time one and time two comparisons were available 2. 17/35 time two ratings were more positive than time one - time two ratings averaged 1/2 point more positive than at time one 3. the differences were statistically different beyond the .01 level for 11 of the 20 faculty participants	1. test-retest correlation .82 2. independent 't' test to check comparisons 3. both student and teacher found a significant difference favoring the experimental group 4. in experimental group, self-instructor ratings were more positive 5. response of experimental to instructor, satisfaction questionnaire was positive
PROCEDURES/METHODS	- "improvement needed" ratings collected from similar classes anywhere from one to four semesters later - comparison of TABS - A ratings of 'improvement needed' in semester one with those ratings in a later semester - two tailed 't' tests	1. twice within one week tested psychology students 2. experimental group went through full process consultation for one semester 3. TABS - A form administered to both groups early in the semester 4. TABS - A form readministered to both groups of students and faculty participants 5. all students were told about the treatment group assignment

Table 5
Erickson & Sheehan Study

SUBJECT	- 40 volunteer faculty members from 30 departments - sample was not really representative of university faculty
INSTRUMENTS	- TABS questionnaire (3 sections of the student questionnaire and the instructor questionnaire. - evaluation of the 'teaching clinic form' parts 1 and 2 used
TREATMENT	- Random Assignment: 3 conditions 1. full process consultation 2. diagnostic process 3. data collection with no feedback
PROCEDURES	- TABS given 4th week of course, completed by both faculty and students - group 1 (full treatment, consultation process) - group 2 (diagnosis component, no development of alternatives) - group 3 (no feedback, merely complete the forms) - group 1 and 2 completed 'evaluation of process' forms - group 1 completed and additional questionnaire - at end of semester, both students and faculty members completed the same questionnaire.
RESULTS	- class means significantly different on early TABS - no difference across treatment of perception of improvements on 10 weakest teaching skills - significant differences in final amount of 'improvement necessary' on 35 teaching skills items (student opinion) - evaluation of process - 96% group 1 - very positive - ANOVA no significant differences across treatments on late semester self assessment - Scheffe post hoc: group 1 adjusted means significantly higher than group Three.

demanding criteria for participation was the second study of Erickson and Erickson (1979) whereby subjects were required to have previously participated in the consultation process of the first study. It was stated by Erickson and Erickson (1979) in study number I, that the students were told the nature of the study, and to which of three treatment groups their professor had been assigned. The Erickson and Sheehan (1976) study does not explicitly indicate if this procedure was also practiced. However, in study number II, treatment assignment was not a factor and therefore the students, asked only to complete the questionnaire, were unaware of their professor's prior participation in the consultation process. The significance of this factor will be presented in a later discussion regarding conclusions and limitations of these studies.

Although more extensive instruments were employed in the Erickson and Sheehan study (1976), all three studies used some form of the 'TABS' questionnaire (Teaching Analysis By Students; Meredith, 1976). Both the Erickson and Sheehan (1976) study and the Erickson and Erickson (1979) study number I made use of interviews, classroom observation, video taping, and self completed forms regarding satisfaction, or evaluation of the process. Subjects in all studies were randomly assigned to the treatment condition.

The TABS questionnaire form provided for both faculty and students was administered early in the semester during which the studies were carried out, and then re-administered (focusing on improvement observed and still needed) at the end of the semester. However, the Erickson and Erickson (1979) study number I included administration of the TABS-A form twice in one week to the same group

(N=27) of undergraduate students in order to obtain a test-retest correlation which was found to be .82. In addition, groups I and II of Erickson and Sheehan (1976) and the experimental group of Erickson and Erickson (1979) completed satisfaction questionnaires. All studies employed trained graduate students as the consultants or teaching learning specialists.

The results, summarized in Tables 4 and 5, indicate ambiguity. Erickson and Erickson (1979) comment that the results of the Erickson and Sheehan (1976) study were vague, and further suggest that the results reflect more about the design of the study, than about the effectiveness of the full process treatment. In this regard, Erickson and Erickson (1979) advocate that there was an overlap condition occurring between the full process group and the diagnostic group conditions, and suggest that in all likelihood the consultants were hesitant to refuse requests for assistance from the diagnostic group, and that therefore the results were contaminated. It is also argued by Erickson and Sheehan (1976) that failure to empirically cluster the teaching skills described in the TABS, made analysis unwieldy and contributed to the overlap problem. Erickson and Sheehan (1976) state that the lack of cross-treatment difference in the late semester results could be accounted for by the fact that all faculty members (regardless of the treatment assignment) by volunteering for the project, were indicating a strong willingness to change. Compounding this factor was the fact that the participants may have been further encouraged to make improvements because they were cognizant of the fact that their teaching was being examined for any apparent changes. Therefore there was no strong evidence that

the teaching performance of those assigned to the full process group, was neither more nor less notable than those assigned to either of the two other treatments. However, positive changes were noted in all groups of subjects.

Acknowledging the ambiguity of the results, Erickson and Sheehan (1976) state that there were clear findings from the study: (1) all faculty participants were pleased with the consultation process (would recommend it to others, found it useful and worth the time and effort required) and; (2) all faculty stated that the consultants (trained graduate students) were helpful and competent, indicating that they were viewed as credible mediums (also supported in the Erickson & Erickson study, 1979).

In order to eliminate the overlap problem of the Erickson & Sheehan (1976) study, Erickson & Erickson (1979) clustered twenty of the TABS teaching skills into three groups (stimulation, organization, and evaluation) through a principle component analysis on the responses of eight hundred and eighty-three university students to the TABS questionnaire. Before the students completed the late semester TABS-A form, the consultant listed the specific skills that had been the focus of the consultation process for each faculty member individually, and the students then rated the specific skills in terms of observed improvements or changes on the part of their professor.

The fact that the students were told about the study and the treatment assignment, is suggested by Erickson and Erickson (1979) as a plausible explanation for the residual difference between the experimental non-target skills rating ($X = 2.81$) and the control

group skills rating (X = 2.94). Another explanation offered is that the attention that the consultant and the faculty participant gave to the interaction of the different teaching skills, in addition to the emphasis placed (through participating in the process itself) on becoming more thoughtful about teaching in a coherent manner and focusing on specific roles, may have resulted in a more generalized improvement including improvement in those skills that had been designated as non-target. As did the Erickson and Sheehan (1976) study, this study did not offer a design which would preclude an expectancy effect which could been seen to be responsible for some or even all of the differences apparent in the experimental group.

The obvious advantage of the Erickson and Erickson (1979) study number II was the elimination of the expectancy effect on the part of the students. Data were merely collected once, from the students, mid-way through the semester. The follow-up data collection occurred (for each faculty member participant) approximately one year (two semesters) after first participating in the consultation process, as one of the purposes of this study was to attempt to test the validity of the earlier study. Again the conclusion was reached that participants were satisfied consumers of the individualized consultation service.

> The results of this study are important because they indicate that the late semester teaching improvement ratings of the (study number 1) experimental group instructors reflected real rather than expected changes in their teaching performance....taken together, the results of the two studies indicate faculty members who go through the teaching consultation process improve their performance of target skills ... and because

> they show that those improvements in teaching are relatively durable (Erickson & Erickson, 1979, p. 682).

(ii) Group 2 - Major Descriptive Studies

There appear to be a somewhat greater number of descriptive studies published than quasi-experimental studies regarding postsecondary use of the individualized model of consultation. The reasons for this will be discussed more fully in the next chapter.

Two major studies in this area were conducted at the University of Minnesota (Biennial Report, 1978 - 1980) and at the University of Nebraska - Lincoln (Mortenson, 1983). Other studies available include Melnick and Sheehan (University of Massachusetts, 1976), Redmond and Clark (University of Washington, 1982), Sweeney and Grasha (University of Cincinnati, 1979), Woods (Kallamazoo Valley Community College, 1978), Eliof (Vista College, 1981) and Cranton (McGill University), 1978.

These studies were conducted with the purpose of evaluating the impact and effectiveness of each individual programme, the common goals of which were to provide an individualized consultation service, employing either peers (colleagues) or trained graduate students for the purpose of improving the quality of postsecondary teaching.

Table 6 provides an overview and summary of the following dimensions of these studies: subjects; time frame; procedures and instruments; and findings. The number of subjects utilized in these studies ranged from 7 at Vista College to 150 at the University of Massachusetts. The time frame of these studies extended from short-term (immediately following participation) to long term (two

years). It becomes clear regarding these two dimensions that the information related to the details of the subject selection and time frame remained sketchy. However, in reviewing the procedures, instruments used and the conclusions of these studies, the information reveals some consistencies. The procedures and instruments used in these studies generally involved questionnaires, interviews, and the review of transcripts. A consolidated summary of the questions used to focus the interviews and surveys is presented in Table 7.

The findings of these studies appear to be very similar: (1) faculty participants would recommend the process; (2) consumer satisfaction with the process was expressed; (3) changes in individual teaching styles and/or attitudes were described; (4) participants came from a wide variety of specialty areas; and (5) the impact on student learning as a result of the consultation process was not adequately investigated.

Out of a discussion of the foregoing studies the following list emerges as conclusions and recommendations:

1. A consultation model can be successfully transferred to a setting other than the original one (in other words, the process is generalizable across institutions and departments).
2. Most faculty had vague expectations of the process and did not clearly understand how to best utilize the service.
3. In a short period of time consultants can become adept at providing this service and would benefit from additional training in counselling skills.
4. Constant growth is vital and ongoing training and development of the consultants must be provided for.
5. Training manuals for consultants are needed.

Table 6
Major Descriptive Studies

	MINNESOTA	KALAMAZOO COMMUNITY COLLEGE
SUBJECTS	faculty	
TIME FRAME	1978 - 1980	
PROCEDURES	-External Evaluation -project documents, case studies, transcripts of interviews conducted by external evaluator -three visits, meet with project staff, faculty participants, University administration -distribute questionnaire to all faculty participants -formative evaluation	-Formative -interested in the process variables and data to help improve programme -used a set of four questions to gather required data -surveys, interviews, observations of faculty consultants and their clients
FINDINGS	-External Evaluation -faculty satisfied -majority of participants have changed ideas and practice -consultants have undergone considerable growth -staff learned how to train consultants -seminar component experienced mixed success -no evidence that student ratings were better	-overall evaluation of programme successful -faculty not accurate in perceptions of ISD activities -faculty involvement limited (lack of release time) -problems arose in finding replacements for faculty consultants -provided funds to implement ideas, and the sharing of perceptions

Table 6

	UNIVERSITY OF MASSACHUSETTS	MCGILL UNIVERSITY
SUBJECTS	150 faculty members	survey conducted with 60 faculty members served 309 faculty members
TIME FRAME	long term (over two years) and short term	
PROCEDURES	-Short-term -two sequential questionnaires to ascertain perceptions re: consultation process, instruments used (TABS), consultant's performance -Long-term -questionnaires to samples of instructors who had previously participated -Focus: how has teaching changed as result of participation what is remembered as most/least effective aspect	-Discrepancy Model -comparison was systematic -classroom observation, videotape, contrast faculty perceptions with those of the students -questionnaires individually designed -case studies -access to materials developed during the consultation process
FINDINGS	-Short-term -90% stated: useful and worth the time; would recommend; consultant was competent -Long-term (50% response) -70% responded that teaching had changed -least positive: lack of time to work on alternative strategies -most positive: confronting instructor with objective method of analyzing own teaching behaviors	-18 had brief contacts with clients -33 had medium contact with clients -nine had extensive contact with clients

Table 6

	UNIVERSITY OF NEBRASKA - LINCOLN	MINNESOTA
SUBJECTS	31 faculty members who began consultation process variety of rank, disciplines	54 faculty members
TIME FRAME	two years after initial contact with consultant	1978 - 1980
PROCEDURE	-interview technique of Anderson, Ball & Murphy (1975) -designed pilot questionnaire -reviewed questionnaire with experts -pilot tested interview with faculty clients -used four questions to gather data	-Internal Evaluation -qualitative methods: observation of activities, interviews with both clients and consultants -gathered responses to broad range of questions -listen to recordings, case studies (reports), written case notes -discussions at meetings -informal self-evaluations
FINDINGS	-contacted consultant as needed support and confidence in non-threatening way -50% not satisfied with own teaching -100% found process useful and recommend to others -40% made changes in teaching -30% changed from contnet to student orientation -100% want consulting to be available on campus -24/31 can learn more and strive to improve -25/31 plan to continue development	-Internal Evaluation -project worth time and effort -actual changes made in teaching practices -some problems with seminars -consultant could be 'too non-threatening' -consultants were accurate observers, realistic and offered practical suggestions -talking with students must become a formal component -seminars helped faculty go beyond immediate concerns

Table 6 (cont'd)

	VISTA COLLEGE	CINCINNATI
SUBJECTS	17 faculty members seven responded	120 participants 40 teams of three
TIME FRAME	four months (March - June, 1981)	
PROCEDURES	-surveys -telephone contracts -external review	
FINDINGS	-majority of participants were experienced faculty -faculty made contact after a seminar -clients not clustered from one area -average contacts made by consultant was two and three -classroom observation viewed as essential -major problem was timing of study	-gained valuable insight into own teaching -programme created supportive structure to make changes -time commitment was major problem -80% would participate again -98% would recommend to colleagues -teams involving members in same department were often caught in content issues

Table 7
Consolidated Summary of Questions Addressed
By The Descriptive Studies

1. KOZOLL STUDY:

   a. Why are we having this activity?

   b. Who should benefit from it, and in what ways?

   c. How will we know that we have accomplished what we wanted to?

2. WOODS STUDY:

   a. What did the ISD plan accomplish?

   b. What procedures and criteria were employed?

   c. What activities and accomplishments directly resulted?

   d. What was the impact on Faculty, Students, and Administration?

   e. What changes occurred as a result?

   f. What were the reasons that Faculty members took part:

   g. What were the perceived effects on Student learning?

   h. What was the effect of the programme on other Faculty members?

   i. Did participants implement new ideas in their teaching?

   j. What were perceived changes in the quality of teaching?

3. MORTENSON STUDY:

   a. Does the individual consultation process have lasting impact?

   b. Are there commonalities among the participants (view of students reason for participation, history of involvement with Faculty Development Programmes?

   c. What did the process contribute to improving the quality of teaching?

   d. What changes in teaching occurred -- What are the indicators (attitudes, behaviors, student perceptions of change, student performance)?

   e. Do the changes made in teaching survive over time or do the faculty participants drift back to their original ways of teaching.

4. ZICKLE STUDY:

   a. How can we increase the probability that our efforts will have long range impact and so that more effective teaching and learning will be maintained in the long run?

5. MINNESOTA BIENNIAL PROJECT REPORT:

   a. Did the participants find the project helpful?

   b. Do faculty members actually make changes, and if so what changes:

   c. Are the consultants competent, and how are they perceived by the other faculty members?

   d. Can the project be duplicated elsewhere?

   e. Do the participants feel that their teaching improves as a result of the consultation process?

   f. How do the faculty members react to working with an 'outsider' (someone without any expertise in their subject matter)?

   g. Do faculty members feel that their autonomy is threatened by the project?

   h. How do faculty compare this project with other programmes?

   i. Have the faculty members changed any of their constructs?

   j. Are 'theories in use' more congruent with 'espoused theories'?

   k. Are faculty members more willing/ready to try new approaches?

   l. Is there any evidence of increased student learning?

   m. Do student ratings of teaching effectiveness actually improve

   n. Are there particular types of faculty members for whom the

   n. Are there particular types of faculty members for whom the project is more or less useful?

   o. Is the programme worth the cost?

   p. What have the consultants learned?

6. MELNICK & SHEEHAN STUDY:

   a. What do the faculty members remember as being the most helpful and then the least helpful aspects of their participation in the process?

6. Trained graduate students were found by faculty clients to be knowledgeable and skillful.

7. The individual consultation process has a significant and lasting impact on improving instruction.

8. Faculty at different career stages have different needs and concerns.

9. Communications with the general faculty body must be improved.

10. The time commitment necessary by both consultant and client presents major concerns.

11. More extensive long range assessments are necessary.

12. During the initial development of a consultation service, the consultant should concentrate on working with small groups of faculty and later in the second phase focus on providing the service to individual faculty members.

13. Faculty who participate in teaching development programmes must be provided with incentives and given release time to accomplish this task.

The internal evaluator for the Minnesota Biennial Report, made this speculatory comment which bears consideration:

> While individual consultation may solve the immediate problem . . . in order to improve specific aspects of teaching, the seminar format (in combination with individual consultation services) may prepare faculty participants to serve as their own consultants in the future, better able to improve their own teaching (and therefore) the potential long term benefits should not be overlooked. (Biennial Report, 1980, p. A-18).

This quotation merely exemplifies the common stand taken by educational developers and this researcher that individual consultation services must not be provided in isolation, but as a complement to already existing teaching development programmes.

G. Professional Development of the Consultant

The theoretical body of knowledge related to consultation (issues related to change, competency and skills, appropriate models/, the process by which this theory is translated into action (principles of instructional design/, the appropriateness of the triadic, peer consultant, interactive model within institutions of higher education, and the conclusions and recommendations emanating from the quasi-experimental and descriptive studies have been delineated. This section deals then with another process issue--that of implementing the foregoing into a comprehensive training programme which will prepare interested faculty members to assume the role of peer consultant. It has been stressed by authors in the field that it is essential that faculty members be afforded the opportunity, through a combination of workshops, seminars and individual consultation services to develop their teaching abilities to the utmost of their potential. In the same manner which faculty require professional development activities, so do the consultants, whether they be trained graduate students or selected faculty colleagues (peer consultants). In this review of the peer consultation model, the distinction between consultant and faculty member becomes blurred and the two terms become synonymous. In order to attain the goal of effective professional development for the peer consultant a review of existing consultant training programmes is necessary.

It must be emphasized that a feature central to the success of any consultation programme is the training of the consultants. Although such a programme provides the foundation of a successful

service, there is little documented or available material describing the development of programmes. It is too frequently assumed that an educational consultant can perform effectively with little formal didactic and experiential training. It was discussed in an early section of this review of the literature that consultants require support, challenge and the opportunity of a forum to discuss their concerns. Although most postsecondary consultation programmes imply, or even directly state that provisions are made for the professional development of consultants, few explicitly describe the details of their preparation and ongoing programmes.

The University of Minnesota Biennial Report (1978-1980), and reports by Mikula (1979) and Zickle (1978) appear to be the only publicly available documents (from postsecondary programmes) which describe their training programmes. Other programmes such as those found at McGill University, University of Massachusetts, Stanford University, and University of Rhode Island provide extensive consultant development programmes but are not described explicitly within the professional literature.

Briefly presented will be the highlights of the preparation programmes offered by the University of Minnesota, Mikula (1979), and the Consortium of East Jersey (Zickle, 1978).

(i) University of Minnesota (1978 -1980)

The purpose of this programme was to help graduate students, selected as prospective consultants, firstly to learn more about the theory and process of consultation and, secondly, to become acquainted with each others' personal resources. The initial training period was held over the space of two months, during which

2-hour seminars were held twice per week, for a total of 32 hours training. The participants received prior reading material concerning the following topics: theory of student development, the objectives of the project, relevant consultant skills, and aspects of the theories of instruction deemed as being of interest to the consultants.

The format of the seminars was that of discussion and role playing. Substantial interaction among participants was encouraged.

Before the consultants began to work with the different colleges, supervision was devoted towards:

(a) Developing a comprehensive understanding of the setting of the college (the faculty and students);

(b) Discussing general strategies for the pre-entry and entry stages; and

(c) Making contact with the assigned college and faculty members.

This process was carefully supervised by four supervisors, each responsible for the activities of one consultant trainee. Ongoing professional development was provided for by weekly staff meetings comprising the director of programme, the supervisors, and the consultants. In addition external consultants from other universities were invited to come for two-day visits to function as consultants to the consultants, adhering to the same model and process used with the faculty clients.

(ii) Mikula (1979) - Using Peers In Instructional Development.

Mikula (1979) suggests that because few faculty members (prospective consultants) have had any formal experience with the theories of teaching methodologies, it is essential to provide

formalized training in these areas and in the methodology of observing the teaching process. He adds that three to four hours of discussion regarding these areas is sufficient before the consultants begin observation - an assumption argued against by the Minnesota group, Zickle (1978), and this researcher.

The orientation session included discussion of such topics as educational terminology employed in classroom observation. Also included were taped mini-lessons where the trainees compared their recording strategies, and discussion was focused upon the process of discovering alternative methods of presentation. Finally, the three step consulting process was explained. It is implied that the prospective consultants became clients with each other in order to gain experience with the process.

(iii). Consortium Of East Jersey

Zickle (1978) proposed a much more extensive development programme than does Mikula (1979), one similar to the Minnesota programme. Zickle's programme was designed to train faculty members in the theory and practice of consultation and instructional development, and thus to enable them to become extensions of the CECT (Centre For Excellence in College Teaching). This programme embodied a systematic approach comprised of three components and three phases of development: training through self exploration; training in consulting skills; and training in instructional development.

The first phase of the developmental process involved recruiting prospective consultants via a faculty newsletter, inviting interested faculty to participate in the process and describing the concept of individualized consultation, the purposes, and anticipated outcome of

the process. The second phase occurred at the end of a semester at which time a two-day workshop was offered for interested faculty. The participants gained experience with the process through simulated case studies, presented and then discussed during the workshop. Role playing, in conjunction with discussion groups comprised the major format of the workshop. However, initial training was also provided in the skills of classroom observation, interviewing and interactional analysis.

The third phase of the development programme consisted of a practicuum for the prospective consultants. This involved each participant, on two occasions, going through the consultation process, which consisted of assessment, improvement strategy generation and process review. This pairing off was done among the members of the group and participation in this phase was considered to be a mandatory pre-requisite to becoming a faculty consultant. Group activities were then conducted by the director of the centre to assist consultants in sharpening their skills and in enhancing their understanding of teaching methodologies.

Not dissimilar to the triadic nature of the consultation relationship is the triadic relationship of the trainer, trainee and the goals of the consultant development programme. To be successful both relationships must be viewed as a system, and dynamic interaction must occur amongst the three component parts. Again, as with the consulting relationship it is the principles of systematic instructional design which form the framework of the dynamic process. The same consideration must also be given to such areas as change and resistance.

From the review of these three consultant training programmes, the following list of recommendations is suggested as important components of a professional development programme for consultants:

1. Prior reading material to be assigned.
2. The format of the workshop or seminar must include a great deal of interaction among the participants through discussion and role playing.
3. Ongoing professional development is to be provided.
4. Careful supervision is essential, with the requirement of a practicuum.

The foregoing list appears to describe some of the major components included in a useful consultant development programme. However, it would appear that one a major component has not been explicitly articulated. This component encompasses issues which must be addressed by the consultant prior to and throughout his/her interaction with the client system.

> In providing assistance to a client system, the consultant carries with him a set of often untested assumptions about the way in which the client might best be served, about the nature and extent of his own investment in the outcome of consultation, and the ways in which the consultation should be received. (Pilon, Bergquist & Quehl, 1979, p.69).

The process involved is that of the consultant progressively delineating and articulating his/her own value assumptions concerning the areas mentioned in the above quotation. This process is extremely prone to a great deal of resistance on the part of the consultant while participating in the process. The process is very similar to that which practicing consultants hope to facilitate in their clients.

In order to minimize resistance, it is incumbent upon the

trainer to provide sufficient support to enable the trainees to begin this process. Giving this support facilitates their movement through the process and also models for them a possible means of delineating and articulating one's own value assumptions as a necessary precursor to the development of a personalized model of consultation.

The following is a list of value assumptions which the researcher suggests must be continually addressed and developed at increasingly deeper levels throughout the training programme and, in fact, throughout one's involvement in the consulting relationship.

1. Those assumptions relating to individual behavior and growth.
2. Those assumptions relating to the nature of the consulting relationship and the extent of the consultant's responsibilities within their relationship.
3. Those assumptions regarding how to best serve the client, how to enhance the client's motivation and commitment.
4. The assumptions of a consultant regarding problem definition.

Conclusion

In conclusion, it appears that peer consultation has been, and remains in a period of transition and in search of consensus on theory and on practice. Interest in the area of peer consultation exists for two basic reasons. The first is acceptance of the notion that postsecondary faculty members and graduate students are capable, with adequate training, to effectively function as consultants for their colleagues. Secondly, there has been continued pressure on institutions to demonstrate improvement in the quality of education provided by the postsecondary institution. The public, government

and the professional organizations are demanding accountability from these teaching institutions, but the institutions are not being provided with the funding necessary to hire additional specialists in the area of teaching improvement.

The review of the literature describing existing programmes falling under the umbrella of faculty development and instructional improvement, clearly indicates that these programmes, although providing a necessary service, alone do not adequately deal with the complexities involved in attempting to improve the quality of teaching and learning. Hence the need has clearly arisen for the combination of the ideas inherent in both of the aforementioned programmes, coupled with the use of a collegial peer consultant.

The conclusions of both the quasi-experimental and descriptive studies indicate general acceptance and satisfaction by faculty member clients of their involvement with a peer consultant. The consulting relationship described here is both triadic and dynamically interactive in nature. However, a review of the existing professional development programmes involved in training peer consultants, suggests the need for a more comprehensive, and clearly delineated training programme.

CHAPTER III

METHODOLOGY

Overview

This chapter begins with a review of the specific research questions which have been identified for the purpose of this study. A description of the research design and the rationale for choosing it is examined. A summary of the phases and components of the study is presented, including the goals of the workshop, and the basic teaching models employed. The chapter concludes with a list of the limitations inherent in the design of this study.

A. The Problem: Specific Questions

The main purpose of this study is to evaluate the impact of a three-day workshop designed to train and to educate faculty members in the peer consultation process. The following research questions have been identified for examination:

1. To what extent was the overall goal of the workshop attained: to assist participants in attaining a deeper level of understanding of the process of peer consultation?

2. What activities were most/least helpful to the participants in achieving the six basic goals of the workshop?:

   a. The student will understand the major theoretical concepts relevant to the process of peer consultation.

   b. The student will become familiar with the basic models and approaches to the consultation process.

   c. The student will understand the basic assumptions of the peer consultation process.

   d. The student will become familiar with Perry's model of intellectual development.

   e. The student will become familiar with the systematic approach to the process of teaching improvement.

f. The student will understand the general phases of the peer consultation process and will apply them in a simulated consultation.

3. Which tools did the participants find most/least useful in developing and using objective and systematic/structured models of gathering data during the consultation process.

4. What were the reactions of the participants to the purposes of the peer consultation process.

5. What problems did the participants encounter as they attempted to implement the theoretical ideas into their own experience as a consultant?:

   a. To bring about planned and deliberate change in teaching behaviors.

   b. To facilitate accurate perceptions by component parts of the client system.

   c. To facilitate the process of enrichment of personal theories of teaching and learning.

B. The Research Plan

The purpose of the research plan was to provide the necessary system and structure for obtaining qualitative evidence of the impact of the peer consultation workshop on participating faculty members. The type of data collected could be classified as nominal data, and, to some extent, ordinal data. The subjects chosen for participation were not selected randomly from a representative group of faculty members. Because the workshop was offered to faculty members through the Faculty Development office of Grant MacEwan Community College, the project necessarily became service oriented and was, therefore, not compatible with the experimental approach calling for standardization of treatment. In order to satisfy the requirements of an experimental design, the nature of the project would have to have been drastically altered.

> Politically, any service-oriented programme would have difficulty selling an experimental design wherein some consumers would receive a full range of services while others would not (Wergin 1977, p.67).

For the above mentioned reasons, the data snooping techniques viewed as necessary comprehensively to evaluate the impact and effectiveness of the proposed workshop, required a more naturalistic approach to the collection and evaluation of the data, which is allowed for by non-parametric data analysis. These strategies are based on the methods employed by Ullian & Parker (1980) for the evaluation of the University of Minnesota Peer Consultation Programme. They stated that the naturalistic approach was more compatible with the broad range of questions identified for study, and that a full understanding of the impact of the programme in its natural context was required.

In order to permit comprehensive data collection this study then became a small scale developmental investigation combining the quasi-experimental time series design with that of the case study method. The time-series design allows for collection and analysis of a sequence of measures taken at specified intervals, before, during and following the workshop training. The results of the patterning of the scores obtained on the evaluation forms and questionnaires would suggest whether or not the workshop had the intended impact. However, for the results to be comprehensive and useful in relation to more effective workshop development, observations of both the researcher and the participants were considered, personal interviews conducted and analyzed, and other collected documents included in the evaluation process. Therefore, the case study method was included in

order for this type of data to be combined with that collected through the time-series design.

C. The Research Phases

The major portion of the research was conducted over a period of nine months - from June, 1984, to the end of February, 1985. It was carried out in 4 major phases:

i. Development of the workshop and training materials;

ii. Pre-training phase to establish contact with the participating institution thorough the Faculty Development office, dissemination of pre-reading packaged material, and for obtaining baseline information about the participants;

iii. Training phase to introduce the participating faculty members to the theory and practice of peer consultation;

iv. A post-training phase to obtain feedback from participants and conduct follow-up activities.

It was fully realized that the post-training phase constitutes a long-term process. Due to the constraints of Grant MacEwan Community College, the University of Alberta and for the purposes of this study, the data was collected one month following the commencement of the workshop. These data then most certainly reflects more than a short-term phenomenon, but in the view of the researcher and the literature, they do not encompass data reflective of long-term change.

i. Workshop Development

As was previously described, the application of systematic instructional design principles was viewed as the vehicle to both solidify the models of consultation and to facilitate the interaction among the three component parts of the consulting relationship. In

the same manner, these principles were employed as the process by which the researcher interacted with the participants. The stages in the sequenced process of development were firstly to compile the goals and objectives for the workshop. Secondly, the activities for the workshop were delineated, integrating both the theoretical and experiential aspects of consultation. Thirdly, the package of pre-reading and reference material for the participants was compiled. This package also contained a study guide and an annotated bibliography. The model adhered to throughout the development and implementation of the workshop was that proposed by Glaser (1976), described in Chapter II (Table 3). Continuous checking occurred for interconnections among the four elements (goals, entry behavior, instructional procedures, and evaluation). Bloom's Taxonomy (1981) of educational objectives, was also employed as a major tool both in establishing the objectives and as a process by which the participants continuously recycled through the content and the process, both throughout the workshop and during the subsequent involvement in the consultation process.

The goals were firstly delineated, grouped into six units and then a task analysis was performed in order to best determine the logical sequencing of the enabling objectives. For each of the six general goals, enabling objectives were designed, encompassing the levels of Bloom's Taxonomy in order to facilitate attainment of the goals (the goals and objectives are presented in Appendix A).

The entry behavior of the participants, at this stage of workshop development was assumed from the theoretical body of research regarding the characteristics of faculty members who participate in

faculty development workshops. Characteristics were also gleaned from the writings of Perry (1970) regarding levels of intellectual development, and faculty members were assumed to be functioning cognitively between levels 7, 8, and 9 of Perry's (1970) developmental hierarchy (Appendix A). The ideas of Mortenson (1983), describing the needs of faculty members at different career stages, were also incorporated to further elaborate on the theoretically based assumptions regarding the entry behavior of the potential participants. The goals and objectives were then revised in consideration of the entry behavior.

At this point, the second stage of the development of the workshop began- -delineating the instructional procedures intended to facilitate the learning process in view of the goals and the entry behavior. Joyce and Weil's (1980) work was heavily relied upon in order to select teaching models which would provide the framework within which experiential and theoretical activities could then be selected. The models selected for use at various points during the workshop were:

a. Marxist Model, Interaction - Dialectical Interaction (means) for PS. + PS. for its emphasis on helping students learn how to develop solutions to human problems;

b. Progressivism Model, where the role of the teacher is power in hands of students to serve as a resource person to help the students develop problem-solving skills;

c. Gestalt Psychology Model/Person Model/Humanistic Models, for their emphasis on personal, expressive interaction in the teaching-learning context.

However, the Social Interaction Models provided the more global framework to facilitate movement to a deeper level of understanding of the concepts and the process of peer consultation.

Pre-reading material was designed to facilitate understanding at the first two levels of Bloom's Taxonomy (knowledge and comprehension) and a study guide was provided to assist participants in their reading of the material. Brief lectures on this theoretical material were designed to further identify key issues and concepts. Group discussions were designed in order to assist the participants as they moved from the comprehension level to the application level of the Taxonomy. Small group activities (discussions and role play activities) were intended to facilitate progress from the application level through analysis, synthesis and finally into the evaluation level. Topics for discussion were for the most part to be pre-selected by the researcher to reinforce and further integrate the theory and the practice of consultation. A detailed outline of the proposed activities and schedule of the workshop is presented in Appendix B.

In order to determine if the workshop would have its intended impact, it became necessary to design an evaluation system that would determine if the participants attained the learning objectives. The evaluation process took into consideration the data contained in the three previously delineated components of Glaser's (1976) model of systematic instructional design (goals, entry behavior and instructional procedures) and was designed to determine the effectiveness of the entire system. The first pre-test was to be completed by the participants before they would be given the reading package, in order to provide the researcher with base-line data regarding their level of understanding of the theory related to peer consultation. A second pre-test was compiled to determine if the

participants had attained the major learning objectives encompassing the knowledge and comprehension levels of the Taxonomy. This test was to be administered after the participants had read the pre-reading material, and before the workshop began. A similar test (the post-test) with additional questions focused at the application, analysis, and synthesis levels was to be completed at the conclusion of the workshop. A second aspect of the evaluation component of Glaser's model, was the progressive evaluation by the participants of the specific workshop activities, which was to be completed at the conclusion of each day (formative evaluation), and subsequently a more comprehensive evaluation (summative) of the general aspects of the workshop and the usefulness of the reading material. These evaluation forms are presented in Appendix E.

ii. Pre-Training and Contact Component

Contacts were made at both the University of Alberta and Grant MacEwan Community College. Since the College, as an institution, has a heavy focus on teaching and has demonstrated a sincere interest in improving the quality of teaching through the set-up of a Faculty Development Office, the decision was made to offer the Peer Consultation Workshop there.

The contact person at Grant MacEwan Community College was the Director of Faculty Development. A meeting was held at the end of October, 1984, at which time the Director and the researcher discussed the goals and objectives and, in general, the proposed schedule of activities for the workshop. The activities were briefly described and the purposes discussed, obtaining feedback from the

Director regarding their appropriateness for the target group. The Director approved the proposed activities and offered assistance and encouragement, stating that he foresaw no difficulties in adhering to the guidelines outlined by the researcher. The purposes of the workshop were clearly discussed and were set out as follows:

a. To offer a well-developed workshop to Grant MacEwan faculty;

b. To provide data for the research necessary towards improving the quality of the workshop, and;

c. To enable the researcher to collect data relevant to the questions addressed in this study.

Although these purposes were approved by the Director, he stated that when advertising the workshop, the research aspects would not be described. In the Director's opinion, to describe the research component would detract from the usefulness of the workshop. It was emphasized that from the viewpoint of the College, the major purpose of hosting the workshop was to enable faculty members to participate in a professionally designed development workshop. The Director stated that he would speak to the participants individually if they expressed any concerns about the research component.

The following responsibilities were agreed to by the Faculty Development Office:

1. The Faculty Development Office would retain responsibility for all advertising, selection of applicants (screening of participants, if necessary). Selected participants would be required to have attended previous workshops focusing on teaching improvement), reproducing and distributing reading and training materials, administration of of the pre-tests and the pre-registration forms, and arrangements for booking a suitable room and audio-visual equipment.

2. The Faculty Development Office also accepted responsibility for ensuring that all necessary pre-registration forms would be completed prior to the participants receiving the pre-reading materials, as well as, returning this material to the researcher.

The researcher would meet with the prospective participants prior to December 22, 1984, to explain the purpose of the pre-test, and to answer any questions concerning the workshop and the necessary follow -up activities. At this time, interested faculty members would be asked to complete pre-registration forms (Appendix D), describing their teaching experience, their reasons for attending the workshop and their personal goals for the workshop. They would also be required to complete a Pre-test to determine their level of understanding of the theoretical concepts of the consultation process. Pre-reading material would be given out at this meeting and the participants would have approximately one month to read the material prior to commencement of the workshop.

iii. Training Component

The formal training component for participating faculty members was offered as a three-day workshop under the sponsorship of the Faculty Development Office of Grant MacEwan Community College, Edmonton, Millwoods Campus (January 16, 1:00-4:00; January 22,23, 9:00-4:00; and January 24, 9:00-12:00). The training was provided by the researcher and was supervised by the thesis advisor. In the context of the general theory and practice of consultation, the following six major units were offered: the theory of consultation; the models and approaches to the consultation process; assumptions and issues; Perry's developmental model of intellectual development; application of a systematic approach to consultation; and the phases of the consultation process (the outline of the proposed workshop schedule is presented in Appendix B). The structure was designed

with the intention of being flexible enough to accommodate the needs of the group and of the individual participants during the training period.

Participants would meet as a group for a total of 24 hours. Each session would consist of four parts: a brief lecture overviewing key theoretical concepts; a full group discussion to elaborate upon and further clarify the theoretical concepts; an experiential activity, and subsequent debriefing. It was to be assumed that the participants had completed the pre-reading material. The second pre-test would be given at the commencement of the workshop to determine if the material had been read. At the beginning of each day, the participants would be asked to complete an evaluation form indicating their perceptions of the usefulness of each of the activities of the previous day.

iv. Post-Training Component

(Observation, Follow-up, Data collection and Analysis)

Data were gathered firstly to assess the extent to which the goals of the workshop were to be attained, and, secondly, to measure the developmental growth of the participants. These data were obtained from a variety of sources, including:

1. Results of the pre and post-tests;
2. Evaluation forms completed immediately following the workshop and completed again one month later (summative);
3. Analysis of notes made by the researcher during the workshop;
4. Notes made available by the participants;
5. Analysis of interviews conducted with the participants one month following the workshop;

6. Daily evaluation forms completed by participants (formative);

7. Analysis of videotaped sessions of the workshop;

8. Analysis of videotaped group meeting of participants one month following the workshop.

The purposes of the follow-up interviews were the following: to maintain contact and support; to identify problem areas, concerns and to offer assistance; to elaborate on post-workshop evaluation feedback; and to identify patterns of change indicative of developmental growth. Each participant was required to participate in the consultation process twice, once as a client, and once as a consultant. The consultant/client pairs were to be purposefully assigned by the researcher, with each participant assuming the role of client with one member and consultant with a different member. It was deemed essential for each participant to be actively involved in both roles of the process. The following criteria were used in pairing the participants:

(a) Pair was is not from the same discipline or department.

(b) Where at all possible, the pair was to be from the same campus, so as to facilitate meetings.

(c) A subjective assessment by this researcher as to compatibility of personalities, teaching and consultation styles.

D. Research Limitations

The value of this research must be judged in light of the following limitations:

1. The sample size was small.

2. Participation was voluntary and the willingness to make the required time commitment may be indicative of a specific

interest in peer consultation. The attendance of the participants at other Faculty Development workshops may indicate a predisposition to the concepts of peer consultation.

3. The view of the consultation process given during the workshop was that as perceived by the researcher.

4. No external validity check was made of the perceptions of the researcher and those of the participants as they pursued the training and attempted to implement the ideas in practice.

Due to these limitations, any conclusions drawn from the results of this study cannot be extended beyond the particular participants. However, it is hoped that the data will contribute to further understanding of the practice of training faculty members in the process of peer consultation.

CHAPTER IV

RESULTS

Overview

The results are divided into two major sections. Section A presents summaries of the data addressing Questions 1, 2 and 3 (see Chapter III, p.70) and is divided into three parts. The first considers the extent to which the global goal of the workshop was attained. The second section addresses the identification of those materials which were most useful to the participants as they experienced the process and developed their own systematic process of consultation. The third section attempts to identify which activities were most/least useful to the participants in moving to deeper levels of understanding of the peer consultation process. Information was gathered from written responses in the form of:

1. Pre-registration information (which was compiled to present a subject/group profile).
2. Responses to specific questions as to the usefulness of the reading material.
3. Evaluation forms completed during the workshop and immediately following.
4. Results of the pre-test and the post-test.

The actual schedule of workshop activities is presented in Appendix C.

Section B presents the data gathered focusing on Questions 4 and 5 (see Chapter III, p.70), considering the reaction of the participants to the process of peer consultation and the practical experience of the participants as they attempted to implement the ideas into their own style in an actual peer consultation

relationship. These data were gathered through written and observational means at a meeting with the group one month following the commencement of the workshop.

A. Section A

i. Group Profile

Subjects were required to complete pre-registration forms (Appendix D) prior to receiving the pre-reading material. This information was compiled to provide background information for the researcher and to indicate any patterns among the participants' responses. Thirteen faculty members were initially registered for the workshop, but three cancelled their registration prior to the first meeting. Of the ten participants, three were male and seven were female. All participants were volunteers. Although not representing all departments at Grant MacEwan, the volunteers did represent a variety of subject and discipline areas including: Accounting, Business Management Development, Law, Social Work, Instructional Development, Journalism and Graphics, Psychology, and Nursing. The number of years of teaching experience ranged from three years to seventeen years, and included both part-time and full-time teaching commitments. The educational background of the participants ranged from Teaching (1) and Audio-Visual (1) Diplomas, to Baccalaureate (2), Masters (4), and Doctoral (2) degrees. Fifty percent of the participants had teaching experience in content areas which were different from the areas in which they were presently teaching. The average number of active teaching hours per week was twelve. Individual teaching commitments ranged from three to

twenty-four hours per week. All participants spent some portion of their time in activities other than those directly related to teaching. Examples of these activities were: organizing faculty development activities; performing administrative and supervisory duties, committee work; curriculum development and instructional design activities. Attendance at previous instructional or faculty development seminars, although originally a requirement, could not be adhered to. Therefore the experience of the participants with these programmes ranged from none to extensive.

Participants entered the workshop with a variety of personal goals, teaching strengths, images they wished their students to have of them, and thoughts about what they most wanted their students to learn. The literature suggests that faculty members who are interested in the area of consultation as a vehicle for improving the quality of teaching and learning, and who are sufficiently committed to the idea so as to attend workshops, are likely to be skilled teachers whose goals of the teaching-learning process are related to global development and growth (see Chapter II, Section G). The profile presented by this group would support this notion.

(a) Goals for the workshop:

-to develop my teaching skills.
-to become a more effective observer of instruction.
-to develop my understanding of the process.
-to better develop my skills as a consultant.
to develop a more clear picture of the peer consultation process.
-to gain more insight into appropriate interventions
-to better develop my skills at giving constructive feedback
-to get a better sense of how to deal with my limitations as a teacher and to become more structured in offering support to others.
-to get a more comprehensive view of my own style of teaching.

b) What is your most outstanding teaching strength?

-making complex ideas more easily understood.
-increasing students' self-esteem and encouraging the development of positive attitudes towards learning.
-motivating students and stimulating enthusiasm.
-broad general knowledge.
-ability to foster a climate of support and challenge.
-clear presentation of the material.
-quality of interpersonal interactions.
-use of humor and mixing it in with learning.

c) What image do you most want students to have of you?

-competent, kind, caring, and supportive.
-human, flexible, and energetic.
-demanding, but willing and available to help.
-an effective teacher who is receptive to students needs and concerns.

d) What is the most important thing you hope students will learn?

-that individuals are responsible for what they do.
-that the quality of personal interactions is what is important.
-that they are capable of learning and developing new skills.
-that learning can be of value and a positive experience.
-that they can become effective at helping others.
-that they learn how to continue their learning (lifelong).
-that they learn how to think for themselves.
-that they learn not to give up.
-that they become aware of their own tremendous potential.

ii. Evaluation of reading and training material

Table 8 summarizes the views of the participants regarding the usefulness of the packaged reading materials and the training materials. These evaluation forms were completed on the day following the workshop. Participants rated only those articles which they had read. A total of seven out of the ten participants completed the evaluation form. In view of some general comments made --i.e. "due to extensive reading material, overviews were not useful..." and "what was needed was more in-depth presentation..."-- it is interesting to note that of the seven who

returned the forms, none had read all of the theoretical articles, and that the Study Guide was the only handout read by all seven. The most useful articles, rated by a minimum of four respondents, with at least three of the four rating them at four or better on the scale were: The Study Guide; The Consulting Relationship - Phase I and II; The Teaching Improvement Process; Coordinate Status Consultation; Theories of Teaching; and photocopied overheads of the Models of Consultation. The most useful training material was perceived to be the Teaching Tetrahedron. However all other tools were only reviewed by three of the six respondents. Only the Goals of the Workshop and the Study Guide were rated by at least one of the respondents as being not very useful.

(iii) Evaluation of specific activities and the general format of the Workshop

Table 9 summarizes the views of the participants regarding the usefulness of the various activities, discussions and theoretical presentations, in facilitating their movement to deeper levels of understanding of the process of peer consultation. Formative evaluation forms were given to participants during the workshop which were to be completed and returned immediately. Only seven out of the ten participants did so. All but Activities 3, 4, 5, and 9 were rated by all seven respondents. The activities of the last half day of the workshop were not evaluated separately but were included in the Summative evaluation of the workshop. All ratings ranged from three to five, with the exception of roles for consultants, suggesting that these participants perceived all of the workshop activities to be of value to them.

Table 8

Summary of Participant Rating of The Usefulness of Reading And Training Materials

ARTICLE	NOT USEFUL 1	2	3	4	VERY USEFUL 5
1. Goals of the Workshop	1	1	1	2	0
2. Study Guide for Readings	2	1	0	4	0
3. The Role and Function of The Collegiate Consultant	0	0	1	2	1
4. The Consulting Process: Phase 1	0	0	0	4	0
5. The Consulting Process: Phase 2	0	0	1	3	0
6. Three Models of Consultation	0	0	2	2	1
7. Values and Ethical Considerations	0	0	3	1	1
8. Consultation Theory and Process (Kurpius)	0	0	2	1	0
9. The Role of the Consultant (Schein)	0	0	2	2	0
10. The Teaching Improvement Process	0	0	2	3	0
11. Coordinate Status Consultation	0	0	2	0	3
12. Theories of Teaching	0	0	0	3	1
13. Individualizing the Improvement of Teaching	0	0	1	1	2
14. Evolving a Model for Instructional Development	0	0	2	0	1
15. Developing Concepts in College Instruction	0	0	1	1	0
16. William Perry's Theory	0	0	1	1	1
17. Improving University Teaching	0	0	1	1	0
18. Annotated Bibliography	0	0	0	2	1
19. Xeroxed Overheads	0	0	0	4	1
20. Teaching Tetrahedron	0	0	0	2	3
21. Harvey Diagnostic Evaluation of Teaching	0	0	0	2	1
22. Guidelines for Preobservation interview, etc.	0	0	1	2	0
23. TABS questionnaire	0	0	1	2	0
24. Massachusetts' Handout: Steps, checklists	0	0	1	1	0
25. Components of a Lecture	0	0	0	0	0

In ranked order, the most useful theoretical presentations were: the overview of the Initial Interview and the use of the Teaching Tetrahedron; Assumptions of the Consultation Process and the overviews of the Phases of Consultation and of the Models of Consultation. Clearly the seven respondents valued the group discussions and experiential activities. The discussions which were perceived as being most useful, in ranked order, were: debriefing the initial interview; resistance to change; Value Neutrality; and Independent Role of The Consultant. The activity ranked as most useful was the Initial Interview followed by the exercises of (a) Important Concerns In Teaching: Interview; and (b) identifying effective and non-effective teaching behaviors and teacher and student responsibilities. The roles for consultants exercise was also rated by five of the respondents at at least Level 4 of the scale. However two respondents rated it at Level 3 or below. This was the only workshop activity rated (by any respondent) below Level 3 of the scale.

Table 10 summarizes the general comments of the workshop participants submitted on the Summative Evaluation Form (Appendix E). Again, seven of the ten participants completed and returned this evaluation form. The respondents stated that the majority of the evaluated aspects should remain the same. On fourteen of the twenty-seven aspects of the workshop rated, responses ranged from keep to can't tell. The seven participants did not all respond to any one aspect. Six out of the seven rated items 1, 5, 6, 10, 17, 18, 20, 21, 22, 23, 24, 25, 26, and 27. Items 3 and 4 were the only ones rated by less than 5 of the respondents. Increases in the

Table 9

Summary of Participant Rating of Usefulness of Workshop Activities.

ACTIVITY	LEAST USEFUL 1	2	3	4	VERY USEFUL 5
1. Introductory Statements	0	0	4	3	0
2. Introducing your Partner	0	0	4	3	0
3. Overview: Theory of Consultation	0	0	4	1	1
4. Discussion: Consultant must remain independent	0	0	0	4	2
5. Overview: Models of Consultation	0	0	1	3	1
6. Possible Roles for Consultants Exercise	0	1	1	3	2
7. Important Concerns in Teaching: Interview	0	0	1	3	3
8. Overview: Assumptions	0	0	2	4	1
9. Personal Beliefs and Assumptions Inventory	0	0	1	3	2
10. Discussion: Resistance to Change	0	0	0	3	4
11. Discussion: Can and/or Should the Consultant remain Value Neutral	0	0	1	2	4
12. Discussion: Client Dependency	0	0	1	2	4
13. Identifying Effective and Non-effective Teaching Behaviors	0	0	2	4	1
14. Identifying Teacher-Student Responsibilities	0	0	1	3	3
15. Overview: Use of the Teaching Tetrahedron	0	0	1	4	2
16. Overview: The Initial Interview	0	0	1	3	3
17. Initial Interview Activity	0	0	1	5	1
18. Overview: Phases 2,3,4, & 5 of the Consultation Process	0	0	2	3	2
19. Debrief and Discussion: Initial Interview Activity	0	0	0	4	3

following areas were suggested by at least one participant:

-realism of practice,
-number of examples,
-number of demonstrations,
-completeness of demonstrations;
-balance of views presented (specifically theoretical presentations),
-clarity of workshops purposes,
-clarity of aids,
-precision of evaluation of what I have learned,
-the number of motivational devices.

Decrease was suggested in the following areas:

-length of sessions,
-pace of activities,
-amount of information,
-importance and depth of objectives,
-number of aids for learning,
-depth of evaluation.

The overall quality and usefulness of the workshop was rated by six of the participants on a scale of 1 (poor) to 7 (outstanding). One respondent rated 3, two rated 5, one rated 5.5, one rated 7, and one was still pondering the usefulness.

Participants were asked how important they felt mastery of the theoretical material presented in the workshop was for them to accomplish their own personal goals. The importance was rated on a scale of 1 (relatively unimportant) to 5 (relatively important). Of the five respondents, one rated 1, one rated 2, two rated 4 and one rated 5.

The participants were asked to answer the following questions as a part of the Summative evaluation:

-What activities were least useful to you?
-What aspects do you feel should be changed?
-How do you anticipate using what you have learned?

The comments of the seven respondents are summarized in Tables 11 through 15.

Table 10

Summary of Summative Evaluation of Workshop

ASPECT	KEEP	INCREASE	DECREASE	CAN'T TELL
1. Length of Session	3	0	2	1
2. Pleasantness of Facility	4	1	0	0
3. Amount of Participation	4	0	0	0
4. Realism of Practice	2	1	0	1
5. Number of Examples	5	1	0	0
6. Relevance of Examples	5	0	0	1
7. Number of Demonstrations	2	3	0	0
8. Completeness of Demonstrations	2	3	0	0
9. Balance of Views Presented	4	1	0	0
10. Completeness of Content	5	0	0	1
11. Pace of Activities	3	1	1	0
12. Amount of Information	3	0	2	0
13. Usefulness of Information	4	0	0	1
14. Variation of Activities	5	0	0	0
15. Level of Subject Matter as Compared to my State of Knowledge	4	0	1	0
16. Importance of Objectives	3	0	1	1
17. Breadth of Objectives	3	0	2	1
18. Depth of Objectives	3	0	2	1
19. Clarity of Workshop purposes	3	2	0	0
20. Number of Aids for Learning	4	0	1	1
21. Clarity of Aids	3	2	0	1
22. Audibility	6	0	0	0
23. Accuracy of Procedures to Communicate What was to be Learned	6	0	0	0
24. Precision of Evaluation of What I Have Learned	2	1	0	3
25. Depth of Evaluation	2	0	1	3
26. Usefulness of Evaluation	2	0	0	4
27. Number of Questions Asked	5	0	0	1
28. Number of Motivational Devices	5	1	0	0

Table 11

Aspects of the Workshop Described as Most Useful

1. Energy generated within the group.
2. Participation, sharing, and discussion among members.
3. Examples drawn from leader's experience.
4. Trial runs followed by discussions.
5. Balance between theory and activities.
6. The novelty of the principles.
7. The intensity of the sessions.
8. Giving the group responsibility and leader flexibility.
9. Good timing of the exercises.
10. Good explanation of issues, concerns and complexities.
11. Leader acknowledgement of still learning.
12. Good use of examples to lead into new experiences and then leading us through the activities.
13. Openness, honesty of leader and modelling of consulting skills.

Table 12

Summary of the Most Valuable Learning Resulting from the Workshop

1. Developing my understanding of the process.
2. The usefulness of different types of student feedback.
3. Understanding that this is a very complex process requiring a great deal of flexibility.
4. An introduction to the consulting process and the models.
5. The evaluation process.

Table 13

Summary of Activities Viewed as Least Useful to Participants

1. The leader qualifying some of the issues discussed in the readings.
2. The mixed messages and incongruities between the theory and practice. There were a lot of contradictions.
3. The overviews of the theoretical material and the sum-up following.
4. Pre-reading materials.
5. Some of the discussions which were an issue for only one participant.
6. The initial interview activity - leader should have demonstrated.

Table 14

Summary of Suggested Changes

1. Use only hand-out reading related to Tiberius and the Minnesota group.
2. Be clear about expectations for participants, especially the post test.
3. Basically thorough, but full role play at end necessary.
4. Time constraints were always a problem with the activities.
5. General tightening up of all aspects, but overall was good.
6. Participants need more help in pinpointing relevant ideas in the reading material.
7. Drop the pre-test and the post-test.
8. Be sure members have more time to read the material.
9. Evaluation forms were tedious.
10. Change the physical set-up.
11. Spread the workshop over a longer period of time, so we can begin to integrate the ideas into our own processes.
12. Suggest specifically, what pre-reading material is essential prior to each session.
13. Need clearer structure of activities prior to the workshop.

Table 15

Summary of How the Participants Anticipate Using What Has Been Learned

1. Not sure, I will need to further develop my knowledge.
2. I use many of the skills now, but until more things are clarified I'll use what I have learned informally.
3. I'll try it out if I get a chance this term and I hope to keep the complexity in mind.
4. It has been useful in my expanded awareness of how I can approach my own teaching, and possibly useful in working with my peers.
5. I expect to be more receptive to the concerns of my colleagues about teaching.
6. I hope to better assist my staff (instructors) when they have occasion to discuss their concerns and request my input.

iv. Changes From Original Schedule of Pre-Workshop Activities

The following changes were made to the original pre-workshop schedule:

a) The date of the release of the advertisement was changed to December 7th, two weeks later than originally planned.

b) The registration deadline was extended to January 7th and subsequently to January 14th, just two days prior to the first session of the workshop. The original deadline had been set for December 18th.

c) The Director of Faculty Development spoke to the participants individually about the Pre-Registration Information forms, the Pre-Test and the follow-up commitments. The original plan was for the workshop leader to meet with the prospective participants to explain the need for Pre-Registration information and the completion of the Pre-Test.

d) Registered participants were still picking up the pre-reading material the day before the first workshop session.

e) The length of each individual session during the workshop was changed due to an advertising error stating that each day would conclude at 4 P.M. rather than at 5 P.M.

f) The second pre-test was not given at the scheduled time.

g) The second pre-test was substituted for the post-test.

h) The post-test was not given during the last two hour session of the workshop. It was given as a take home and the participants were asked to return it later.

These changes from the agreed upon pre-workshop schedule and guidelines had major implications for the results of the workshop. Extension of the deadlines resulted in the participants not having the necessary time to read the material contained in the pre-workshop package (one month). This material had been carefully selected to provide participants with the required information to assist them in developing their understanding of the consultation process from the zero level through the knowledge and comprehension levels of Bloom's Taxonomy. The fact that the workshop leader did not meet with the

prospective participants to explain the purposes of the workshop, the need for pre-registration information, the purpose of the pre-test and the necessary commitment to the follow-up activities of the workshop resulted in an attitude of frustration on the part of the participants. They commented during the initial session of the workshop that: (1) they had no focus for the reading material (it is of interest to note that in relation to this comment seven out of the ten had read the Study Guide); (2) that no one had explained the research component of the workshop; (3) that the pre-test was useless (how could I expect them to know any of the answers?); and, (4) that follow-up activities had not been clarified.

The second pre-test was designed to assess the effectiveness of the reading material. It was comprised of questions directed towards assessing understanding of the major theoretical concepts at the comprehension and application levels of the Taxonomy. The plan was to administer this second pre-test at the beginning of the first session of the workshop. However, in fact the test could not be administered. The decision to omit it from the scheduled activities was made by the author for the following reasons: (1) the participants were to have been told about this activity and its purpose, and in fact they had not been informed; (2) they expressed annoyance, as they could not comprehend the purpose of either the first or the second pre-test; and, (3) upon questioning the group, it became clear that the majority of the participants had not read the material, thereby undermining the purpose of the test. The intended second pre-test was therefore administered as the post-test and completed following the workshop. It was therefore not possible to

evaluate the attainment by the participants of the higher level workshop objectives. Participants were not willing to complete the intended post-test designed to assess the attainment of their levels of cognitive understanding of the peer consultation process, through questions focusing at the analysis, synthesis and evaluation levels of the Taxonomy. An attempt was made during the follow-up meeting to ask these questions of the group in order to more informally assess their level of understanding of the concepts. However, as is discussed in Section B (Chapter IV, p.104), the group did not want to address these questions.

In summary, data could not be gathered according to the proposed research plan. Most importantly, written data (to be obtained from Pre-test #2) could not be compiled regarding the objective assessment of the effect of the reading material. This was intended to form an important dimension in addressing the question "to what extent was the overall goal of the workshop attained?" It became difficult to accurately interpret the participants' perceptions of the activities, without having objective data indicating their level of understanding of the theoretical material. The fact that the necessary data to be collected by the use of the intended post-test could not be compiled, meant that another important dimension related to the questions identified for study was not available. Finally, more time had to be devoted during the workshop to overviewing the basic theoretical concepts, therefore leaving less time for experiential activities and more in-depth discussion related to the theoretical concepts.

v. Data Gathered From Pre-Test and Post-test:

As has been previously discussed, neither the pre-test nor the post-test was administered in the manner described in the research plan (Chapter III), both in terms of the time at which they were given, and the actual questions asked in each test. The tests, as administered, are set forth in Appendix E. The focus of this section is to present the data gathered from responses to the two tests as they relate to each of the five questions previously identified for study (see Chapter III, p. 70).

The workshop participants returned the pre-test prior to being given the reading material. Of the ten participants only six completed the pre-test, whereas four pre-tests were returned blank. Upon interviewing those participants who had not completed the pre-test they explained that they could not answer any of the questions and therefore did not attempt to. Thus, it was assumed that their entry level of understanding of the concepts of peer consultation, at either the knowledge or the comprehension levels, was zero.

The post-test was not completed during the final session of the workshop. The participants took it home to complete by a specified date and six of the ten participants returned it. Only three out of the ten participants completed both the pre-test and the post-test, and one of this group of three did not complete the post-test in a manner that allowed for satisfactory comparison.

Tables 16 and 17 summarize the quantitative data from both the pre-test and the post-test respectively. Table 18 summarizes the total scores, ranges, and average scores of both the pre-test and

the post-test. The purpose of the pre-test was to determine whether the participants had any knowledge at all of the theory related to peer consultation. The revised post-test was designed to assess the level of understanding of the reading material provided.

Extensive observations were made throughout the workshop of the participants involved in the different activities. Notes were also taken and videotapes made of each session. The information which was obtained from these sources was too extensive to report here. However, it does add support to the researcher's hypothesis and will therefore be described in Chapter V.

Question 1: To what extent was the overall goal of the workshop attained?: To assist the participants to attain a deeper level of understanding of the process of peer consultation.

To address this question it was necessary to consider the responses to all of the questions in both the pre-test and the post-test. Such an examination provided information as to whether or not the participants moved, at a minimum, from the knowledge level, in their understanding of the theoretical concepts, to the comprehension level of the Taxonomy. The pre-test questions focused at the knowledge level. On the post-test the questions focused generally on the same content area but at the comprehension level. The exception to this would be Questions 14 and 15 on the pre-test which are the same as Questions 11 and 12 on the post-test. Although responses were given to the questions on the pre-test, the level of understanding, as evidenced by the qualitative nature of the answers in the pre-test, was low. Only eight of the 20 questions were responded to by more than four participants, (Table 16), whereas

only 11 of the 20 questions were responded to by two or less of the participants. It should be noted that only two questions out of the twenty were responded to by all six respondents.

Table 16

Pre-Test Quantitative Date

Question	Total Number of Responses	Scores of Responses			
1	6	3/3(6)*			
2	6	2/2(5)	1/2(1)		
3	4	2/2(3)	1/2(1)		0/2(2)
4	4	4/4(3)	3/4(1)		0/4(2)
5	5	4/4(3)	3/4(1)	2/4(1)	0/4(1)
6	4	3/3(1)	2/3(2)	1/3(1)	0/3(1)
7	5	3/3(1)	2/3(2)	1/3(1)	0/4(1)
8	5	4/4(2)	3/4(1)	1/4(2)	0/4(1)
9	0				0/5(6)
10	0				0/3(6)
11	0				0/2(6)
12	2				0/2(4)
13	2	2/2(1)	1/2(1)		0/2(4)
14	2		1/2(1)		0/2(4)
15	2		2/4(1)	0/4(1)	0/4(4)
16	0				0/4(6)
17	1		0/6(1)		
18	1	3/5(1)			0/5(5)
19	2	6/6(1)	5/6(1)		0/6(4)
20	2	2/2(2)			0/2(4)

* 3/3 indicates the number of points allotted to the question. (6) indicates the number of respondents which were allotted that score on the question.

The responses to the questions on the pre-test were general in nature and reflected life experience, general reading and guesses, not ideas from the theory related to peer consultation. The fact that few, if any, of the responses to the questions on the pre-test dealing with theoretical concepts specific to consultation and/or peer consultation were answered, suggests that the participants, as a group, lacked any understanding of these concepts.

Only six of the ten participants completed the post-test (Table 17). All six responded to eight of the seventeen questions, while fifteen questions were responded to by at least four of the participants. Only one of the seventeen questions was responded to by three participants. Question 13 was an exception in that only two participants responded. Qualitative analysis of the responses to the post-test show that the answers given reflected content material learned from the assigned reading and the theoretical overviews presented during the workshop.

Table 17

Post-Test Quantitative Data

Question	Total Number of responses	Scores of Responses					
1	6			4/4(1)	3/4(2)	2/4(3)**	
2	6			3/3(3)	2/3(1)	1/3(2)	
3	4		4/4(1)	3/4(1)	2/4(1)	1/4(1)	0/4(2)
4	6			3/3(0)	2/3(3)	1/3(2)	0/3(1)
5	6			6/8(1)	4/8(2)	3/8(2)	0/8(1)
6	6	6/6(1)	4/6(1)	3/6(2)	2/6(1)	1/6(1)	
7	6			3/4(1)	2/4(2)	1/4(3)	
8	5	7/8(1)	6/8(1)	5/8(1)	4/8(1)	3/8(1)	0/8(1)
9	4			3/3(2)			0/3(4)
10	5			3/3(1)	2/3(1)	1/3(1)	0/3(3)
11	6			3/4(3)	2/4(2)	1/4(2)	0/4(1)
12	5		4/4(3)	3/4(2)	2/4(1)		
13	2		4/8(1)				0/8(5)
14	6		4/4(2)	3/4(1)	2/4(2)	1/4(1)	
15	3		6/6(1)	5/6(2)	4/6(1)		0/6(2)
16	4	10/10(1)		8/10(2)	2/10(1)		0/10(2)
17	4	18/18(1)		11/18(2)	10/18(2)		0/18(2)

** 2/4(3) means that three of the respondents scored 2 out of a possible four points given for the question.

It is important to note that the quality of the answers to all questions on both the pre-test and post-test ranged from those reflecting no understanding of the theoretical content to those suggesting comprehensive understanding. Generally the respondents showed little comprehension on the pre-test, and a low, but higher level of comprehension on the post-test (no one correctly answered all of the questions on the post-test).

The range of the scores (Table 18) on the pre-test was between 8% and 55%, whereas the range on the post-test was between 19 and 76% (see Table 18). The average score on the pre-test was 32.5%, and the average score on the post-test was 41.3%. Two conclusions may be drawn. First that the participants demonstrated more understanding of the subject matter in the post-test, because their understanding was at the slightly higher level of comprehension as opposed to the knowledge level. Second, analysis of the qualitative nature of the responses indicated that the respondents to the post-test did some, but not all, of the required reading.

Table 18

Pre-Test and Post-Test Total Scores

Pre-Test Raw Score	% Score	Post-Test Raw Score	% Score
24/61	40	37/100	37
18/61	30	19/100	19
5/61	8	55/100	55
11/61	18	76/100	76
27/61	44	22/100	22
34/61	55	39/100	39

	Pre-test range of scores	Post-test range of scores
HIGH	55	76
LOW	8	19
AVERAGE	32.5	41.3

Question 2: What activities were most/least helpful to the participants in achieving the six basic goals of the workshop?

Data gathered from both the pre-test and the post-test did not directly address this question. However, participants were asked to evaluate the usefulness of the reading material (see Table 8). The conclusions which have been drawn in response to Question 1 have important implications in addressing question 2, and in interpreting the evaluative comments made by the participants regarding the reading material. The fact that the results of the post-test indicate that the majority of the participants did not complete the reading material calls into question their ability to adequately evaluate its usefulness.

Question 3: Which tools did the participants find most useful in developing and using more objective and systematic/structured methods of gathering data during the consultation process?

An important aspect of interpreting the comments of the participants regarding the tools which they found most useful, is assessing whether the participants understood the use of the tools at a theoretical level. The only tool addressed within the pre-test and the post-test questions was the Teaching Tetrahedron (Jenkins, 1977) In the pre-test five out of six of the respondents scored 0 on the question relating to the Tetrahedron. This was in contrast to the responses to the post-test where three out of the six respondents scored 8 out of 10 or better. One respondent scored 2 out of 10 while the remaining respondents scored 0 (Table 16, 17).

In attempting to answer this question very little information

can be gathered from the responses given to the pre-test and post-test. In interpreting and understanding the reactions of the participants to this process, it again became imperative to gather data regarding whether the participants read the material and understood the important theoretical concepts. The questions contained in Units 1, 5, and 6 of the post-test related most directly to this question. Again the same conclusions may be drawn as were previously described relating to the prior three questions. The fact that the participants did not thoroughly complete the reading material had important implications for understanding their reaction to the purposes of the process.

Question 5: What problems did the participants encounter as they attempted to implement the theoretical ideas into their own experience as consultants:

(a) to bring about planned and deliberate change in teaching behaviors.

(b) to facilitate accurate perceptions by the component parts of the client system.

(c) to facilitate the process of enrichment of personal theories of teaching and learning.

Data gathered from the pre-test and the post-test only directly relates to Part (c) of this question, providing more objective data as to whether the participants understood the process of enriching personal theories at a theoretical level. Questions 17 on the pre-test and 14 on the post-test relate to this issue. All respondents scored 0 on the pre-test question (Table 16), and again there was a wide range of scores for answers given to the post-test question (Table 17). The scores on the post-test question ranged from four out of four down to 1 out of 4 (Table 17).

B. Follow-up Meeting

During the last session of the workshop it was agreed by all but one of the members of the group that the post-workshop follow-up meeting would be scheduled for one month following the workshop. The participants had been assigned to their respective client-consultant pairs for the purpose of participating in the consultation process in both roles--that of client and consultant. The general consensus of the group was that they would likely still be involved in the early stages of the consultation process and that it would not be possible to participate in both roles during the one month time period. They did agree, however, to assume the role of either client or consultant within their assigned pairs. Time was allotted during the last session of the workshop for participants to set up the initial consultation meeting with their partner.

The purposes of the follow-up meeting were discussed and outlined as follows: (1) to obtain general comments from the members regarding their experience in the workshop and during their consultation activities with their assigned partners; (2) to solicit comments related to specific questions of interest to the researcher about their experiences; and (3) to provide an opportunity for discussion and the sharing of ideas, issues and concerns. Members were asked and individually encouraged to keep in contact with the researcher during the one month interval to enable the researcher to provide support and assistance. Arrangements for the meeting were made by the Faculty Development Office. Six of the ten participants attended the meeting. Two participants were ill and two could not attend due to other commitments.

The following questions were designed for specific investigation at the meeting in order to provide additional qualitative information related to the questions identified in the research plan (see Chapter III, p.70).

(a) How many participants did become involved in the consultation process, either as client or as consultant?

(b) What were your perceptions of the experience of participating in the peer consultation process?

(i) What worked well?

(iii) What was beneficial?

(iv) What did you learn from the experience?

(c) What have you learned as a result of the workshop that you were not aware of prior to attending?

(d) What changes have occurred for you as a result of your participation in the workshop relative to:

(i) Interaction with your students?
(ii) Interaction with your colleagues?
(iii) Ideas about the teaching/learning process?
(iv) Ideas about improving teaching?
(v) Understanding of your own style of teaching?
(vi) Understanding of your own style of consulting?

(e) From your participation in the consulting process, and after having time to reflect about the structure and activities of the workshop,

(i) What gaps became apparent to you?

(ii) What should be added or eliminated in future peer consultation workshops?

(iii) What follow-up topics (theoretical content and experiential activities) would be most helpful as you continue to develop your skills as a consultant?

Data could not be gathered with respect to questions (a), (b), (ei), and (eiii) as none of the participants had been able to participate in the planned consulting activity in either capacity. Upon interviewing the six persons present at the meeting, all stated

that they hoped to begin the process at some time later in the term. The general consensus was that they were still interested in becoming involved, but had not completed the task due to hectic schedules. Initially comments could not be elicited by the researcher regarding important aspects of change in attitudes and or ideas (questions diii, and dv). The first time that these questions were raised during the meeting, all participants agreed that no changes had occurred for them in these areas. Subsequently, when they were more indirectly raised, one member of the group directed the discussion towards another area or issue.

The attempt by the researcher to gather follow-up data using questions from the originally designed post-test, and via the questions from the summative evaluation form (see Appendix E) failed. Every time the researcher asked any questions which had been asked before (Summative Evaluation questions), addressing a theoretical concept, the group redirected the discussion. It became progressively difficult to keep the group focused on specific issues. A substantial amount of time was spent by various members giving each other advice relating to a particular teaching concern or problem. A significant lack of application of the basic skills of consultation was demonstrated during these interactions. Questions (c).(div) dealt with ideas about teaching and personal learning. The participants were willing to engage in these areas of discussion. If consideration is given to the types of questions they wanted to focus on, in comparison to those which they chose at the beginning of the workshop, important changes appear to have taken place. Initially, the participants had demonstrated little awareness of the issues discussed at the follow-up meeting.

i. Summary of Responses:

(c) What have you learned as a result of the workshop that you were not aware of prior to attending?

-recognition of the possible anxiety that clients bring into the consultation process;

-that the structures used during the workshop were merely a part of the consultation process itself;

-recognition of use of the Teaching Tetrahedron as I structure my classes and that many of the ideas about consultation are very familiar but have merely been presented in a different context;

-reinforcement of my belief that in order to be facilitative, you must demonstrate caring in your behavior;

-discovered that I had learned a lot about how to use and/or not use visual presentations during the workshop, which proved useful in the classroom;

(d) (i) What changes occurred for you, as a result of the workshop, in your interactions with your students?

-interactions have not changed;

-have come to value the use of formal student feedback through the use of the small group interview format;

-having the students do more work in groups in my regular classroom sessions;

-provided assistance in drawing out ideas from students when they come to talk;

(d) (ii) Interaction with Colleagues.

-recognition that colleagues bring a very significant part of themselves when they bring instructional material in for discussion;

-the process was useful to me in assisting my staff members who need to make changes in their teaching practices.

(d) (iv) Ideas about improving teaching

-the importance of remaining objective;

-the valuable and essential use of the formalized student group interview format;

-the potential for the consultation process in the college.

(e) (ii) What should be added or eliminated in future workshops?

-more experiential activities to maximize learning, including more demonstrations and concrete modelling of the process;

-reading material;

-put a synopsis with each of the major articles;

-the best articles were those by Schein, Tiberius, and the Minnesota Group;

-before each session give out a list of articles to be read, labelled either nice to know, or need to know;

-reading material must be given out well in advance of the commencement of the workshop;

-more preparatory work must be done to help the participants with the contradictory material in the readings;

-for the follow-up activity assign members to teams of three (two consultants and one client) so that the two consultants can provide support and validate each other's perceptions.

ii. General Comments

-There was too much repetition, first theoretical content was reviewed, then an activity often followed and then discussion occurred relating theory and activity. Just do the activity, then debrief it and the theoretical content will be addressed. Lecture material could be covered more quickly.

-Mixed messages were given. Instructions were given to read through the reading material casually and then we were expected to know it in depth.

-Spread out the workshops over 5-6 weeks as more time is needed to reflect on the readings and activities.

-Some of the seminars were too lengthy, more breaks were needed.

-Mixed messages were given. Instructions were given to read through the reading material casually and then we were expected to know it in depth.

-Spread out the workshops over 5-6 weeks as more time is needed to reflect on the readings and activities.

-Some of the seminars were too lengthy, more breaks were needed.

-Be more firm with starting times.

CHAPTER V

DISCUSSION

Introduction

The general purpose of the study was to provide evidence of the impact of the peer consultation workshop. Initial consideration of the results suggests the lack of any long-term impact on the participants. However, further examination of these results suggests that a number of things did occur. First, the participants did not complete the reading activity. Second, the results from the pre and post-tests provided some useful information about the workshop, about the participants and the process which was chosen. Third, evidence from the follow-up meeting added to developing a more comprehensive understanding of the impact of the workshop in relation to peer consultation, and of the participants' ideas of teaching and learning. Finally, combining information gathered from the profile of the participants (Chapter IV, Section A), observations of their behavioral changes during the workshop and the follow-up session, with the above three points suggests that the theoretical perspective dictating a theory to practice approach needs to be seriously questioned.

A. General Observations and Discussion

The global goals of the workshop and the features used within the training process reflect those of the goals and characteristics of the peer consultation process as they were described in Chapter II, Section A. The major goal was to facilitate deliberate changes on the part of the individual participants. A secondary goal was to increase the groups' utilization of their own personal, and other

available resources. The characteristics of the successful peer consultation relationship as set up in Chapter II (Part A) were present in this training programme. At a minimum, the trainer attempted to set the ground work for future changes on the part of the participants through an increased willingness to take risks.

In an attempt to assess whether the workshop impacted upon the participants, one must consider their behavior to determine if there was evidence that changes were taking place. There appeared to be two types of behavior present which offered this evidence. Firstly, defensiveness and fears were evident, and secondly, various forms of resistant behavior were apparent (see Chapter II, Section B(i)).

It is posited that as the participants grew in their awareness of the complexities of the peer consultation relationship, they became more fearful about their participation in the process beyond the supportive and removed environment of the workshop. This growth implies a Chin & Downey (1973) Level three change (perturbation and variation) and movement into Snow's (1976) and Gallesich's (1983) Stage 2 (see Chapter II, Section B ii). Unlike the developmental growth of the profession, the participants were not observed to have progressed into Stage 3. The inability of the trainer to attain the ideal goal of the workshop (level five) was partially attributed to the short-term nature of the workshop. Evidence from the videotapes indicates that some of the participants did move into Levels four (restructuring) and five (value orientation).

Evidence of the participants' concerns was observed in: (1) continuous diversion of discussions to less threatening topics; (2) their resistance to feedback; (3) their requests for more structure

and involvement by the trainer; and (4) their failure to participate in the follow-up activity. Diversions to safer topics were noted: (1) when the group was confronted with issues which challenged their previously held values; and (2) when the participants continuously redirected discussion about the student interview, towards administrative concerns. It is posited by the researcher that these diversions arose more frequently as the fears of the participants grew regarding the prospect of having one of the other group members interview their own students.

Resistance to feedback was noted in: (1) the participants' refusal to participate in the follow-up activity; (2) their reluctance to attend the follow-up meeting; (3) their reluctance to keep in touch with the researcher. The literature would suggest that the participants perceived that they would to make changes in their behavior or ideas, as a result of accepting the feedback (see Chapter II, Section B). It is also stated in the literature (see Chapter II, Section B) that resistance is a naturally occurring phenomenon in the face of change. Once again, it is submitted that the consistent behavior demonstrated by the participants, supports the hypothesis that they were involved in the continuous process of change throughout the workshop and following it. Reasons for this behavior were previously described in Chapter II. The exaggerated need for protection demonstrated in the behavior of some of the participants was likely accentuated by the fact that the trainer represented a new figure, whose expectations could not be predicted. This behavior was further increased by the fact that the trainer was labelled as an expert, coupled with the idea on the part of the participants that

that increased levels of commitment, scrutiny, and energy would be demanded of them.

The participants clearly demonstrated resistance towards all theoretical aspects of the workshop. The majority refused to complete the pre-workshop reading activity, to do the pre and post-tests, and to discuss the theoretical aspects of the peer consultation process during the workshop and during the follow-up meeting. This behavior was also demonstrated in the comments made by the participants regarding suggested changes, and aspects of the workshop which were most and least useful. In response to this resistance, the trainer became a teacher and a learner at the same time, by continuously modifying what was taught during the workshop activities to accommodate the needs and desires of the participants.

Demands for tighter structure were demonstrated in the participants' comments on the evaluation form, requesting more clarity of explanations, a full process role play activity, and more assistance in pinpointing the relevant ideas contained in the reading material. It was interesting to observe, in these faculty members, behavior similar to that which they would have predicted of their students.

At the conclusion of the workshop, a decision was made by the group members that they could not participate in both roles of the consultation relationship. Failure to complete the follow-up activity can be viewed as another example of their fears about actually becoming involved in the peer consultation process. At first glance, the above described concerns would appear to reflect

the personal fears of the participants as they anticipated their own involvement in the peer consultation process with their colleagues. However, further reflection would suggest a more important commonality among these concerns, that being the heavy emphasis on the practice of peer consultation and the practical daily issues faced by the peer consultant. The results show consistent behavior by the participants in their struggle to pull away from the strong theoretical emphasis. Everything the participants said reflected the need for more practical discussions, activities, and less theory.

B. Results of the Pre- and Post-Tests and Evaluation of Reading and Training Material Regarding Questions 1 to 5

The pre- and post-tests were designed to evaluate understanding of the reading material. In order to assess whether the overall goals of the workshop were attained, and to interpret the comments of the participants regarding which activities and tools were most or least useful, there are a series of conditions which would have to be present. First, all participants would have to have completed both the pre- and the post-tests. Second, the pre- and the post-test questions would have to address theoretical concepts present only in the readings and not in the workshop. Third, all participants would have to have completed the majority of the readings by the time the post-test was administered.

For the current research, none of the above conditions were met. Not all of the participants completed the pre- and post-tests. Those who did respond did not necessarily represent the ideas of the workshop participants as a group. The second assumption cannot adequately be tested in that the originally planned second pre-test

was administered following the workshop. Since the majority of the participants had not completed the readings, it was necessary to cover the reading material during the workshop. Therefore the answers on the post-test probably reflected repetition of material discussed during the workshop.

The results of the pre- and post-tests call into question the ability of the participants to adequately evaluate the reading and training materials. The range of scores on the post-test was low, between 19 and 76 percent (the average score was 43.1%). Clearly the respondents did not have the specific theoretical knowledge and understanding necessary to evaluate the material. However, members consistently commented on the Summative and Formative Evaluation forms that there was too much reading material. The most likely explanation is that the theoretical information was presented at an inappropriate time. This will be discussed in greater detail in Section D of this chapter.

All respondents indicated that they had read the Study Guide, and the majority rated the Guide as being useful, although they still indicated that they remained overwhelmed with the reading material. It would appear, then, that the Study Guide was not as useful as they rated it.

The agreement was made prior to the completion of the evaluation of the reading material that the participants would only evaluate those articles which they had read. Five articles were found to be the most useful by the majority of respondents. It was surprising to the researcher that the articles written by Tiberius were not included in that group, as his ideas were consistently discussed

throughout the workshop. As a result of the agreement, it cannot be concluded that the remainder of the reading and training materials were perceived as not useful by the respondents.

Comments on the evaluation form clearly indicated that the Teaching Tetrahedron was perceived by the respondents to be the most useful tool introduced during the workshop. Results of the post-test indicated that the respondents had a more comprehensive understanding of the use of the Tetrahedron, than at the time of the pre-test. However, the wide variance in the quality of the responses on the post-test provides no clear data regarding the participants' actual level of understanding of the theoretical use of that tool. Once again it cannot be assumed that the other tools disseminated during the workshop were perceived as being not useful.

C. Results of the Pre and Post Tests Compared to the Evaluation of the Workshop Activities (Questions 1 to 5)

There were two parts to the evaluation of the workshop activities, a Formative evaluation of the daily workshop activities, and a Summative evaluation, completed following the workshop. Only seventy percent of the participants returned the forms as requested. From the group profile, it can be assumed that the participants left the workshop with the intention of adhering to the agreement to return the forms by a specified date. However, it would seem that the sense of immediacy in so doing was lost on the thirty percent who did not respond. It was interesting to note that the group which did respond were those observed by the trainer as being the most actively involved in the workshop activities.

Included on the Summative evaluation was a question intended to address whether or not the overall goal of the workshop was attained (see Chapter IV, p. 105). There were three aspects which were consistently referred to by the respondents as being the most valuable learning which occurred for them as a result of the workshop. Firstly, the respondents stated that they significantly increased their understanding of the process of peer consultation. This perception contrasts with the data arising from the post-test, which indicated that their theoretical understanding of the process was, at best, minimal. Care must be taken in placing a great deal of significance on this conclusion, as the post-test did not allow the respondents to demonstrate any level of understanding beyond the comprehension level. Secondly, respondents consistently commented that they were becoming acutely aware of the complexities involved in the process, and of the need for a great deal of flexibility on the part of the peer consultant. This recognition suggests that greater strides were made by at least some members of the group. It is viewed in contrast to the ideas voiced during the early phases of the workshop which suggested a lack of comprehension of the complexities of the process. Again, because this insight could not be demonstrated on the post-test, it is only the observations of the trainer and analysis of the videotapes which reflect this phenomenon. Thirdly, the respondents commented that learning a new way of gathering student feedback was of value to them. This comment could be reasonably expected, given the consistently stated personal goals of the participants (to improve the quality of their own teaching).

Regarding the activities viewed by the participants as being most or least useful, the group discussions were generally rated by the respondents as being most useful. Both the experiential activities and the theoretical overviews, in that order, were found to be less useful than the discussions. However, all activities were rated by the majority of the respondents as being at least moderately useful. This latter comment is in seeming contrast to other comments made stating that theoretical overviews were not necessary. At a minimum, this discrepancy may be reflective of differences in learning styles and preferences among the group members. The results were disappointing with respect to the question which asked the participants to rate on a five-point scale how important they felt mastery of the theoretical concepts were to attainment of their personal goals for the workshop. The average rating of 3.5 suggests that the participants did not view mastery of this material as essential.

Other comments reflected a desire to decrease the work required by the participants, and to increase input by the trainer. One example was the request to decrease the length of each of the sessions. This request was not surprising, as high levels of intensity were developed during each session. The respondents also suggested that the pacing of the workshop and the amount of information disseminated should be decreased. In addition, the majority expressed that they were overwhelmed with the amount of both the theoretical and experiential information bombarding them. Their attempts to integrate new and old ideas, and to resolve any value conflicts, required a substantial amount of emotional energy. The

most obvious example of this was noted in the value conflicts which arose as a result of the discussion regarding the independent nature of the consultant within the client system.

All three aspects described as being least useful by the participants, were components of the theoretical aspects of the workshop activities (the amount of time spent by the trainer on issues addressed in the reading materials; sum-ups and overviews; and the pre-workshop reading material).

D. Conclusions Regarding Question 1, 2, and 3

The fact that the participants could not appreciate the relevance of the emphasis on the theoretical concepts may reflect a place where theory and practice diverge. As previously discussed (Chapter III), the workshop was designed according to the principles of instructional design, and the theoretical ideas arising from the quasi-experimental research from such programmes as Minnesota, East Jersey, Massachusetts, and Rhode Island (Chapter II, Section F). According to these theoretical principles, effective learning results from a combination of theoretical understanding integrated with experiential activity. It was on this premise that the workshop was designed. However, the results clearly show that this progression from theory to practice did not facilitate the desired outcomes. It is possible that the theoretical body of knowledge is analogous to a bureaucratic institution, in that it may have as its major fault the fact that it perpetuates itself. The theory suggests that we go from theory to practice. The practice to theory orientation, however, suggests that for effective learning to occur, the sequence must be reversed.

The group profile clearly shows that the participants possessed the characteristics of those faculty members who value quality in their teaching and strive to improve their practice (Chapter IV, Section A). It was also clear that they were not anti-theory, but were in fact, pro-practice. They were representative of a young group, in terms of their familiarity with the ideas espoused in the workshop, where the ideas came from, and how to use these ideas. Although they lacked background in the area, they knew what they wanted from the workshop, and how to ensure that the workshop activities met their needs for a practice oriented workshop. As previously discussed, this was basically accomplished through resistance and re-direction of the discussions and activities.

It is posited by the researcher that the theoretical literature is not in error, rather it is well researched and supported. However, it is suggested that it may lack a comprehensive perspective, that of placing strong emphasis on the practice to theory sequence. As the research project was based on solid theoretical principles, practice activities were integrated, because theorists recognize its importance and value. However, the results of this study, when read with the literature on fear and resistance clearly support a practice to theory perspective.

An appropriate analogy may be drawn between the needed approach to workshop development and that usually observed when one is learning culinary skills. It would be viewed as totally unreasonable to begin culinary classes with discussions and extensive readings concerning the manner by which the various ingredients interact. Instead the progression is clearly from extensive, strictly

structured practice, to an eventual understanding of the interaction of the ingredients. As the student gains in experience, variations may be experimented with. These variations are either accepted and integrated into a new, more personalized version of the original recipe, or if unsuccessful, eliminated from future practice.

In applying this sequence to the peer consultation workshop, the implications for schedule changes become substantial. Acceptance of the need for a practice to theory perspective, more adequately offers explanations for the behavior of the participants during the workshop. Clear recipes need to be given for daily practice, and the workshop devoted to addressing the practical issues and actual involvement in the process. The revised format for the workshop (Appendix C) reflects the idea of moving from practice to theory. It becomes the responsibility of the trainer to present the theoretical concepts via practice and experiential activities. It is likely that only at the follow-up meeting would the participants have been ready to accept more theoretical material, via discussions and reading materials. In order to further develop skills in peer consultation, a deeper level of understanding of the theoretical concepts must occur, but only when provided with an experiential framework upon which to integrate and make use of the theory. More time must be given for the participants to grow and to develop ideas, before acknowledging that an understanding of the theoretical principles will be of value. Opportunities must be provided to make mistakes and to learn from an experiential base what is effective and not, subsequently leading to the development of a personal theory of peer consultation.

E. Comparison of the Pre- and Post-Test Results With the Follow-up Meeting (Questions 4 & 5)

Only sixty percent of the participants attended the follow-up meeting. The fact that none participated in the follow-up activity had important implications regarding the comments made during the session. Firstly, all comments became speculative in nature, and secondly, the participants' suggestions were not based on actual experience with the process. This lack of experience, hindered their ability to adequately evaluate the workshop activities. Another implication is that their recycling through the deeper levels of the Taxonomy was halted at the point at which they ended their association with the group. For those who did not attend the follow-up meeting, this would have likely occurred at the conclusion of the workshop.

In an attempt to gather additional information regarding the reaction of the participants to the process, the following question was discussed: What changes occurred for you as a result of the workshop activities, in your interactions with your students, colleagues, and in your ideas about improving teaching?

Regarding changes in interactions with students, responses from the members ranged from that of no changes, to that of using the small group format within the classroom setting. Most members expressed the desire to employ the formalized method of gathering student feedback (the small group interview) to draw out ideas from their students in an attempts to improve their own teaching. The researcher's concern regarding this comment is that it appeared, from the discussion, that there was still insufficient recognition of the

necessity of using a consultant who is independent of the teaching context to interview the students. Possibly this attitude reflected an unintended double message given out to the participants. During the workshop the importance of an independent consultant was espoused. Yet the members observed the researcher conducting the feedback session, the follow-up meeting, and the evaluation activities. Perhaps it would have been more effective to have more concretely modelled the principles of effective consultation by using another consultant to conduct these activities.

A comment made concerning changes in interactions with colleagues was again of concern to the researcher. The comment was made that the workshop had been of assistance to the participants in providing help to their department staff members. Should the consultant be a person in a supervisory capacity to the client? This statement implied a serious lack of acceptance and adherence to an essential condition of effective consultation, being that the consultant have absolutely no access to power or authority within the client's system.

Regarding changes in the members' ideas about improving teaching, the importance of remaining objective was stressed. This demonstrated at least some level of acceptance by some of the members that the consultant should not be from the same academic discipline as the client. However, this represents speculation on the part of the researcher, as what was meant by objective was not clarified. The participants also commented that student feedback, as gathered via the interview format, was becoming an essential component of any serious attempt to improve the quality of their teaching. Again this

comment reflected major changes in attitudes from those expressed during the early sessions of the workshop.

It was interesting to note another comment made, suggesting that the peer consultation process had great potential within the College. As the members had not actually participated in the process, this comment reflects acceptance of the potential, but only at an abstract level.

In reference to the problems encountered by the participants as they functioned in the peer consultation process, the fact that they did not do so resulted in an extremely important aspect not being available for consideration by the researcher. The purpose of the study was to develop a workshop for faculty members which could be perceived by the participants as being useful to them in their continual development of their consulting skills, and this information could not be gathered.

Once again, the above discussion regarding comparison of the hard data (results of the pre- and post-tests) and the results of the follow-up meeting, clearly add further support to the importance of adhering to the practice to theory approach. The participants must be allowed and encouraged to reach the stage of readiness for discussion of the theoretical concepts through guided experiential activity. It remains likely that they did not participate in the follow-up activity because of a lack of confidence in their ability to participate in the process, due to a lack of clear structure for doing so and insufficient clarification of practical issues and concerns. The fact that they were willing to discuss their teaching concerns during the follow-up meeting suggests that they may have

been ready to deal with the theory that had previously been presented during the workshop.

F. Summary

i. What Worked Well During the Workshop

A number of aspects were described by the participants as being worthy of retention at future workshops. Examples of such aspects were the trainer's modelling of non-judgemental assessment, openness, the provision of support, and the development of a climate for interdependent problem solving. Adhering to the criteria suggested by the Minnesota Group that there be modification of what is taught by what is learned, a great deal of flexibility within the workshop structure was employed. An example of this was seen in the trainer's decision to encourage and to allow for the discussion of issues which became important for the group, but were not scheduled as a part of the workshop (Appendix C). The order in which the activities were presented was changed where it was deemed to be possible and beneficial to the group. Often this decision was made based on the expressed needs and energy level of the group.

The second aspect positively rated was the emphasis on growth and development within the workshop. This occurred as a result of the combination of the Humanistic and Behavioral approaches, within the structure of both the workshop and the development of the model of consultation presented to the group. As a result, the major focus during the workshop was the individual development of the participants as they began the process of articulation of beliefs and values (espoused theories and theories in use) regarding the teaching-learning process, the peer consultation process and their

own styles of teaching. There was consistent employment of the principles of systematic instructional design and some of the goals were jointly determined through the process of negotiation between the trainer and the participants. There was one exception to this rule. During the last session of the workshop the trainer permitted the participants to engage in an activity when there was insufficient time to complete it effectively. The consequence of this shift of responsibility for decision-making will be discussed later in this section.

Another principle adhered to during the workshop was that behavior is beyond the conscious control of the individual who is unaware of his/her impact on others, and therefore cannot break out of self-defeating cycles without feedback from others. A great deal of encouragement and support was provided to the group while they were involved in the process of providing feedback to each other. As a result, substantial sensitive sharing of experience, concerns, and feedback was evidenced during the workshop. Debriefing of the initial interview activity allowed the group to deal with many general issues. This was especially important because it encouraged the participants and provided the structure for them to share their perceptions from both the perspective of the role of the client and the role of the consultant. The participants were supported in their attempts to check out their perceptions about the impact of the interview process on their respective partners and also their reactions to their partner's perceptions of the impact. As could easily be predicted, the participants discovered that they often felt strongly about some aspect of the interview which their partner was

not even aware of.

In summary, the following activities, which were included in the workshop, are deemed to be essential for inclusion the next time the researcher conducts a similar workshop:

1. Perceived effective and non-effective teaching behaviors in combination with teacher/student responsibilities. As a follow-up to this exercise, a similar one would be conducted where the focus is shifted to the effective and non-effective consultant behaviors, and the consultant/client responsibilities.

2. Initial interview activities:

   (a) The fifteen minute activity involving three observers, one client and one consultant, focusing on the question "what is your most important concern in teaching?" and,

   (b) The paired initial interview and debriefing activity.

3. The predesigned discussion questions, in particular those addressing issues of value neutrality, resistance to change, and fostering dependency.

4. The overview and practical suggestions regarding the phases of the consultation process.

5. Giving the group responsibility and pushing them to accept it for some of the decisions made regarding the workshop activities.

6. Sharing of the trainer's experiences of the consultation process with the group.

ii. Changes To Be Made For Future Peer Consultation Workshops

As a result of the feedback provided by the participants and the analysis by the researcher, many changes would be made in the design of future workshops. In consideration of the reaction of the participants to the peer consultation process, factors in the literature once again become apparent. The following notions arising out of the quasi-experimental research were noted during the workshop:

1. The faculty members had vague expectations of the process of peer consultation and its potential for use within the College.

2. At the follow-up meeting, the participants suggested that they would benefit from additional training in basic counselling skills.

3. Faculty members at different career stages were observed to have different needs.

4. The time commitment required, both to attend the workshop, and to function as a peer consultant, presented major concerns to the participants.

Towards further understanding of the reactions of the participants to the process, it became important to acknowledge issues which created major concerns for them, the extent of which was not anticipated by the researcher:

-the differentiation between evaluation and peer consultation.

-the lack of sufficient structure during both the student interview and the initial interview stages of the process.

-concerns regarding how to keep the client on task.

-what happens if the consultant identifies too closely with the client situation?

-where does the role of counsellor fit in, and is it appropriate within the peer consultation relationship?

-why is the focus upon expanding the views of the teacher and not on those of the students?

-why is the written report necessary?

-why does the consultant have to assume all responsibility for the written report?

Basically, the suggested changes would then reflect the general schedule of activities actually followed during the workshop (Appendix C). The revised approach would adhere more strictly to the practice to theory schedule. The focus of the workshop would be on the interactive, experiential activities, stressing the practical

issues and concerns regarding the peer consultation process. Theoretical aspects would not be discussed directly until such time as the participants had sufficient practical experience with the process to be willing to begin the difficult process of integration of the theoretical concepts and ideas with their practical experience.

In the researcher's opinion, the problem which had the greatest impact on the workshop schedule, and hence on the collection of the data, was that the participants did not have time to read the material prior to the commencement of the workshop, and generally did not complete the reading assignment by the conclusion of the workshop (see Chapter V, Section A). In redesigning the workshop, it remains essential to facilitate within the participants the readiness level for a willingness and a desire to explore, and to subsequently more deeply understand the theoretical concepts. It should not be assumed that because the participants presented characteristics of effective teachers, and were voluntarily participating in the workshop, that they would complete the reading assignment.

There would appear to be many possible ways to deal with this difficulty. Examples would be to offer the workshop as a credit course; or to arrange pre-workshop meetings, the purpose of which would be solely to discuss the theoretical concepts related to the readings. However, these possibilities again reflect the theory to practice approach, which has previously been suggested as the philosophical orientation which likely resulted in the failure of the workshop to attain the desired results.

It remains of concern to the researcher that some of the members

did not accept, nor implement, some of the essential criteria of effective peer consultation. Three essential criteria not accepted were: that the client must voluntarily request the services; that the consultant works with the concerns identified by the client and not those of the department head; and that the consultant devote sufficient time and energy towards developing a comprehensive picture of the teaching context, so that the role of the consultant does not become one of merely giving advice. It is recognized by the researcher that, like the client in the peer consultation relationship, the participants of the workshop retain the right to accept or reject any ideas discussed or presented.

There were two activities which should have been eliminated from the workshop. First was the roles of the consultant activity. This topic was clearly discussed in the reading material provided by Pilon, Bergquist, and Quehl (1978). Second, the last activity of the workshop -- that of the small group student interview -- should not be conducted unless there is sufficient time to adequately complete the activity and to debrief it. Because insufficient time was allowed, the group did not progress beyond the complaining stage, and therefore does not move into the more constructive phase of identifying issues of concern and presenting viable suggestions. However, there was a positive aspect involved. The participants commented that they began to develop a deeper sense of: (1) the complexities of the interview process; (2) the problems that arise when the consultant is personally connected to the content material and the course; and (3) the negative attitude which remains with the students when insufficient time is allowed for the interview.

Because the researcher attempted to conduct the follow-up meeting, the same problems were encountered as are described in the literature where the consultant is closely tied to the content area. It is submitted by the researcher that more honest feedback and information could have been gathered, had an external consultant been used to conduct the meeting, handle the evaluation forms, and request completion of the pre- and post-tests. It is also possible that the participants sensed a double message from the trainer. It may have been very important for them to observe that the trainer's espoused theories and theories in action were congruent, by observing the actual peer consultation process in action in a formalized manner.

An important activity, the use of the Belief Inventory, was not effectively employed. There was no follow-up activity or debriefing exercise for the participants. This may have left them with the notion that the exercise was not important towards facilitating the development, increased understanding, and further articulation of their own theories of teaching and learning, and subsequently of consulting. As this process is what the consultant hopes to facilitate within the client during the peer consultation process it was essential that the participants be provided with the support necessary and the opportunity to begin this process during the workshop.

In order to accommodate other changes viewed as important by both the researcher and the participants, it becomes necessary to increase the total number of hours devoted towards the workshop activities. It is submitted that serious consideration be given to the time frame recommended in the Biennial Report (1980) of the

University of Minnesota. It was stated there that the peer consultation workshop be comprised of thirty-two hours of training. The workshop under consideration here was intended to comprise twenty-eight hours, but in fact, only consisted of twenty-four hours. It is not surprising that insufficient time for the activities was consistently a problem throughout the workshop. In future, the suggestions of the Minnesota report must be implemented, including scheduling the workshop over a period of eight weeks, with two, two hour meetings per week.

More demonstrations of various aspects of the phases of the peer consultation process should be provided for the participants. Adding this feature should not present a problem regarding the time necessary if the total hours for the workshop are increased. Participants are capable of reading the material on their own, but cannot participate in the activities outside of the workshop. It appears to be important to offer the participants a demonstration of the initial interview session. If time is not available for the participants to view the demonstration during the workshop, viewing could be done after they have completed the initial experiential activity, and outside of the time allotted for the workshop. However, the impact of viewing the demonstration is more direct if it is done during the workshop and discussed immediately. These same ideas also need to be applied regarding the student interview activity.

Micro-teaching sessions available on videotape would be of value for the workshop. Using these videotapes, the participants could experience the role of the student. The trainer could then model the

small group interview with six volunteers. This activity must be followed with a debriefing session, focusing on general suggestions and alternative structures for conducting the interview. A demonstration of a feedback session with a volunteer client could be provided. These taped mini-lessons and subsequent demonstrations would permit the participants to compare strategies and alternatives, while at the same time, providing the additional structure requested by the participants.

BIBLIOGRAPHY

Argyris, C. (1970). Intervention, theory & methods. Reading, Mass.: Addison, Wesley.

Argyris, C., (1973). Intervention, theory & method: A Behavioral Science View. Reading, Mass.: Addison, Wesley Pub. Company.

Argyris, C., (1976). Increasing leadership effectiveness. Toronto, Ont.: Wiley Interscience Publication, John Wiley and Sons.

Argyris, C., Schon, D.A., (1976). Theory in practice increasing professional effectiveness. San Francisco: Jossey Bass.

Bakker, G.R., Lacey, P.A., (1980). The teaching consultant at Earlham. In W.C. Nielsen, M.E. Seigel (Eds), Effective approaches to faculty development, Washington, D.C.: Association of American Colleges.

Bales, R.F., (1950). Interaction process analysis. Reading, Mass.: Addison, Wesley.

Bell, C.R., Nadler, L. (Eds). (1979). The client - consultant handbook, Houston: Gulf Publishing

Bergquist, W.H., (1978). The liberal arts college. In J. Lindquist (Ed.), Designing teaching improvement programs. Washington, D.C.: Council for the Advancement of Small Colleges, 63.

Blake, R., Mouton, J.S. (1978). Toward general theory of consultation. Personnel and Guidance Journal, 56, 328-330.

Bland, C.J., (1977). Guidelines for preparing faculty development workshops. Journal of Family Practice, 5(2).

Bloom, B. (Ed.), (1981). Taxonomy of educational objectives, Book 1 - Cognitive Domain, New York: Longman.

Briggs, L., Gagne, R., (1974). Principals of instructional design. (2nd ed.), New York: Holt, Rinehart & Winston.

Briggs, L., Wager, W., (1981). Handbook for procedures for the design of instruction (2nd ed.). Englewood Cliffs, New Jersey: Technology Publishers.

Caplan, G., (1970). The theory and practice of mental health consultation, New York: Basic Books.

Carrier, C., Dalgaard, K.; Simpson, D. (1983). Theories of teaching: Foci for instructional improvement through consultation. The Review of Higher Education, 6(3), 195-206.

Chapple, E.,(1940). Measuring human relations: An Introduction to the study of interaction of individuals. General Psychological Monographs, 22.

The Clinic's Teaching Improvement Process: Working Materials. (1977). The Clinic to Improve University Teaching, Amherst: The University of Massachusetts.

Change Magazine, (1974). Faculty development in a time of retrenchment, New Rochelle: Change Magazine.

Chickering, A.W. et al, (1981). The modern american college. San Francisco: Jossey Bass.

Chin R., Downey, L., (1973). Theory construction for research in teaching, R. M. Travers, (Ed.) Second Handbook of Research on Teaching - A Project of the American Educational Research Association. Chicago: Rand McNalley College Publishing.

Cogan, M. L., (1973). Clinical Supervision. Boston: Houghton, Miflin Co.

Cohen, P., McKeachie, W., (Fall 1980). The role of colleagues in the evaluation of college teachers, In: Improving College and University Teaching, 28(4), 147-154.

Cranton, P., (1978). Evaluation of Teaching for Improvement. (Report #1) Vancouver: University of British Columbia, Faculty of Education.

Cross, K.P., (1976). Accent on learning. San Francisco: Jossey Bass.

Cross, P., (1977). Not can, but will college teaching be improved?, (2nd ed.). J.A. Centra, (Eds.), Renewing and Evaluating Teaching: New Directions for Higher Education, 1-15.

Dalgaard, K., Simpson D., Carrier C., (1981). Coordinate status consultation: Strategy for instructional improvement, Unpublished Manuscript, University of Minnesota.

Davis, R., Alexander L., Yelon, S., (1974). Learning Systems Design. In: Approach to the improvement of instruction. McGraw-Hill.

Dick, W., Carey, L., (1978). The systematic design of instruction. Glenview, Ill.: Scott, Foresman.

Eliof, I. et al, (December, 1981). Faculty development for part-timers, First Annual Report, Sept. 1, 1980 - August 31, 1981, Peralta Community College System, Vista College, Berkley, Ca: (ERIC Document Reproduction Service 216 737).

Erickson, G., Erickson, B., (1979). Improving college teaching: An evaluation of a teaching consultation procedure, Journal of Higher Education. 50(5), 670-683.

Ericksen, G.R., Sheehan, D.S., (1976). An evaluation of a teaching improvement process for university faculty, Paper Presented - Annual Meeting of American Education Research Association. San Francisco.

Fast, G., DeVault, M. (1974). Technology & humanism in the classroom: frontiers of educational practice. Educational Technology, 14(10), 7-13.

Ferguson, C.K., (1968). Concerning the nature of human systems and the consultant's role. In: Journal of Applied Behavioral Science. 4(2), 179-193.

Ferren, A., Geller, W. Classroom consultants: Colleagues helping colleagues, In: Improving College and University Teaching, 31(2), 82-86.

Foster, S.F., Nelson, J.G. Problems and issues in offering university teaching improvement courses: Analysis and suggestions. (Report #4) Vancouver, British Columbia: University of British Columbia, Faculty of Education. (ERIC Document Reproduction Service No. ED 189919)

French, W.L., Bell, C.H.(1978) Organizational development. behavioral science interventions for organization improvement (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.

Gaff, J.G. (1975).Toward faculty renewal. San Francisco: Jossey Bass.

Gagne, R.M. (1974). Educational technology & the learning process. Educational Researcher, January, 3-8.

Gallesich, J. (1983). The profession & practice of consultation: a handbook for consultants, trainers of consultants and consumers of consultation services. San Francisco: Jossey Bass.

Geis, G. L., (1981). Perceptions of teaching and how they affect teaching improvement efforts. Proceedings of the Conference on Improving University Teaching, Tsukuba, Japan, 1981.

Glaser, R. (1976). Components of a psychology of instruction: toward a science of design. Review of Educational Research, 46 (1), 1-24.

Goodstein, L.D. (1978). Consulting with human service systems. Don Mills, Ontario: Addison Wesley Publishing Co.

Gorr, A. (1979). A model for educational consulting. Educational Technology. November.

Griffith, F. (1973). A handbook for the observation of teaching and learning. Pendle Publishing Co.

Gustafson, K.L. (1975). Improving instructional development - faculty as learners. Educational Technology, May, 34-38.

Hammons, J.O. (1975). How effective are short-term faculty workshops. Audiovisual Instruction, 20, 26-28

Havelock, R., Havelock M. (1973). Training for change agents: A guide to the design of training programmes in education and other fields. Ann Arbor: University of Michigan, Centre for Research On Utilization of Scientific Knowledge.

Hruska, E. (1979). Training peer as teaching consultants. Paper presented at the Fifth International Conference on Improving University Teaching, London, England.

Hunt, D.E. (1976). Teachers are psychologists too: on the application of psychology to education. Canadian Psychological Review, 17, 210-218.

Hunt, D.E. (1978). Theorists are persons, too. On preaching what you practice. In C. Parker (Ed.). Encouraging student development in college. Minneapolis: University of Minnesota Press, 250-266.

Jenkins, J.J. (1977). Why is it hard to move from the laboratory to the classroom. Paper presented at a meeting of the American Psychologists Association, San Francisco, Ca.

Joyce, B., Weil, M. (1980) Models of Teaching (2nd ed.). Englewood, New Jersey: Prentice-Hall Inc.

Kearsley, G.P. (1977) Some conceptual issues in computer assisted instruction. Journal of Computer Based Instruction, 4 (1), 8-16.

Knapper, C.K., Geis, G.C., Pascal, C.E., Shore, B.E. (1977). If teaching is important...The evaluation of instruction in higher education. Clarke, Irwin and Company Ltd. CA CAUT Monograph Series.

Knapper, C.K. (1978). Fashions in instructional development. Paper presented at the Fourth International Conference on Improving Teaching, July, Aachen. (ERIC Document Reproduction Service No. ED 165 676)

Knefelkamp, L., Widick, C., Parker, C. (Eds.). (1978). Applying new developmental findings. San Francisco: Jossey Bass.

Knox, A.B. (1977). Adult development & learning. San Francisco: Jossey Bass.

Kozoll, C.E. et al. (1978). Staff organization and development: An analysis of their interaction in a community college setting and resulting changes. Paper presented at the Adult Education Research Conference, San Antonio, Texas, April. (ERIC Document Reproduction Service No. 152-989)

Kurpius, D. (1978). Consultation theory and process: An integrated model. Personnel and Guidance Journal. February, 335-338.

Lewin, K. (1935). A dynamic theory of personality. New York: McGraw-Hill.

Lewis, A.J., Miel, A. (1972). Supervision for improved instruction: New challenges, new responses. California: Wadsworth Publishing Co.

Lindquist, J. (1979). Designing teaching improvement programs. Wash: Council for the Advancement of Small Colleges.

Lindquist, J. (1978). Strategies for change. Berkley, Ca.: Pacific Sounding Press.

Lippitt, G.L., Watson, J.W., Westley, B. (1958). Planned change: A Comparative study of principles and techniques. Harcourt, Brace, & World Inc.

Lippitt, G.L. (1973). Visualizing change: Model building and the change process. La Jolla, California: University Associates Inc.

Lippitt, R., Lippitt, G. (1975). Consulting process in action: The client-consultant relationship. Training and Development Journal, May, 48-54.

Lippitt, R., Lippitt, G. (1978). The consulting process in action. La Jolla, California: University Associates Inc.

Matzat, H., Foster, S.F. (1979). Practical approach to college and university teaching: Outline for an intensive course. (Report #2). Vancouver, British Columbia: University of British Columbia, Faculty of Education. (ERIC Document Reproduction Service No. ED 189 918)

McGill University, Centre for Teaching and Learning Services (1979). Annual Report, 1978-1979. (ERIC Document Reproduction Service No. ED 183 103)

McGreevy, P.C. (1978). Training consultants: Issues and approaches. Personnel and Guidance Journal, 56 (7), 432-435.

McGregor, D. (1960). The human side of enterprise. New York: McGraw-Hill.

McGregor, D. (1967). The professional manager. New York: McGraw-Hill.

Melnick, M.A., Sheehan, D.S. (1976) Clinical supervision elements: The clinic to improve university teaching. Journal of Research and Development in Education, 9 (2), 67-76.

Meredith, G.M. (1976). Structure of teaching analysis by students

Mikula, A.R. (1979). Using peers in instructional development. Paper prsented at the conference on faculty development and evaluation in higher education, Florida. (ERIC Document Reproduction Service No. 172 599)

Mortenson, L.L. (1983). Career stages: Implications for faculty instructional development. In M. Davis; M. Fisher; S.C. Inglis; S. Schools (Eds.), To improve the academy. A publication of the Professional and Organizational Development Network in Higher Education.

Mouton, R.B., Blake, J.S. (1983). Consultation, a handbook for individual and organizational development (2nd ed.) Reading, Mass: Addison Wesley.

Osterman, D.N. (1978). Selection and evaluation by design of alternaitve teaching methods. Instructional development: The State of the art, Collegiate Press.

Parker, C.A., Kreps, J.M. (1980). Improving teaching by consultation: Persons coping with dynamic complexity. University of Minnesota, paper presented at the Sixth International Conference of Improving University Teaching, Lausanne, Switzerland.

Parker, C., Lawson, J. (1978). From theory to practice to theory: Consultation with college faculty. Personnel and Guidance Journal, 56 (7), 424-427.

Parlett, M., Dearden, G. (Eds.) (1977). Introduction to illuminative evaluation: Studies in higher education. Washington, D.C.: Council for the Advancement of Small Colleges.

Peck, M.W. (1973). Research on teacher education. In R.M. Travers (Ed.) Second handbook on research on teaching. Chicago: Rand McNally.

Perry, W.C. Jr. (1970). Forms of intellectual and ethical development in the college years. Cambridge, Mass.: Harvard Univeristy Press.

Redmond, M., Clark, J. (1982). A practical approach to improving teaching. A.A.H.E. BULLETIN, Washington, D.C.: February.

Reichmann, S., Malec, M.A. (1976). Teaching development for in-service for faculty. Teaching Sociology, 3 (3), 289-304.

Schein, E., (1978). The role of the consultant: content expert/ process facilitator. Personnel & Guidance Journal, February, 339-343.

Schultz, R. (1983). Instructional system design (ISD) and its implications for micro computing. Unpublished manuscript, Department of Educational Psychology, University of Alberta, Edmonton, Alberta.

Selden, P. (1982). Self assessment of college teaching. Improving College and University Teaching, 30 (2), 70-74.

Smith, R. (1983). A theory on faculty development. In M. Davis, M. Fisher, S.C. Inglis (Eds.), To improve the academy. Professional and Organizational Development Network in Higher Education.

Snow, R.E. (1973). Theory construction for research in teaching. In R.M. Travers. (Ed.) Second handbook of research on teaching - A project of the american educational research association. Chicago: Rand-McNally College Publishing.

Sorcinelli, M.D. (1982). Faculty development in nursing education- A teaching consultation service. Journal of Nursing Education, 21 (4).

Sorcinelli, M.D. Colleague evaluation of classroom teaching. Indiana University, Bureau of Evaluative Studies and Testing.

Steele, F.I. (1969). Consultants as detectives. Journal of Applied Behavioral Research, 5 (2), 187-202.

Stordahl, B. (1981). Faculty development: A survey of the literature of the '70's. American Association of Higher Education, Washington, D.C. (ERIC Document Reproduction Service No. 200 119)

Sullivan, A.M. (1983). The improvement of university teaching. Canadian Psychologist, 24 (2).

Sweeney, J., Grasha, A. (1979). Improving teaching through faculty development triads. Educational Technology, 19, 54-57.

Tiberius, R.G. (1977a). Evolving a model for instructional development at the university level. Paper prepared for the OUPID, International Conference on University Teaching, Hamilton, Ontario.

Tiberius, R.G. (1977b). Old problems and new directions in the psychology of improving teaching. Ontario Psychologist, August.

Tiberius, R.G. (1980). Individuality: The improvement of teaching. Proceedings of the Sixth International Conference on Improving University Teaching, Lausanne, Switzerland, 1980.

Twelker, P., Urback, F., Buck, J. (1972). The systematic development of instruction: An overview and basic guide to the literature. Standor, CA.: ERIC Clearinghouse on Media and Technology.

Ullian, J., Parker, C. (1980). Teaching improvement consultants. Unpublished manuscript, University of Minnesota. Biennial Project Report 1978-79.

Watson, G., Johnson, D. (1972). Social psychology: Issues and Insights (2nd ed.). Philadelphia: Lippincott.

Wergin, J.F., Manson, E.J., Munson, P.J. (1976). The practice of faculty development: An experience derived model. Journal of Higher Education, 47 (3), 289-308.

Wergin, J.F. (1977). Evaluating faculty development programmes. New Directions for Higher Education, 57-76.

Wildman, T. (1981). Cognitive theory and design of instruction. Educational Technology, 21, 14-20.

Woods, N.A. (1978). Instructional development services: A project evaluation. Kalamazoo, Mi.: Kalamazoo Community College. (ERIC Document Reproduction Service No. 154 886)

Zickle, J.N. (1978). A consortium approach to faculty development: The use of facilitators to enhance teaching improvement. Paper presented at the Fourth International Conference for Improving University Teaching, Germany: July. (ERIC Document Reproduction Service No. ED 159 996)

APPENDIX A

GOALS AND OBJECTIVES OF PEER CONSULTATION WORKSHOP

GOALS OF PEER CONSULTATION WORKSHOP

UNIT 1. THE THEORY OF CONSULTATION

Goal A. The student will know, understand, and accept the reasons for consultation.

Goal B. The student will know and understand the need for individualized consultation in post-secondary institutions.

Goal C. The student will discuss the common goals of the consultation process as applied to the system of higher education.

Goal D. The student will appreciate the common characteristics of the consultation process.

Goal E. The student will acknowledge and explain the roles played by the consultant.

Goal F. The student will understand and value the functions performed and skills required by the consultant.

UNIT 2. MODELS OF CONSULTATION

Goal A. The student will be able to analyze and apply Mouton & Blake's taxonomy and styles of consultation.

Goal B. The student will be able to analyze and apply Pilon, Bergquist & Quehl's three models of consultation.

Goal C. The student will be able to analyze and apply the consultation model of the Massachusetts programme.

Goal D. The student will be able to analyze and apply the consultation model of the Minnesota Group (co-ordinate status consultation).

Goal E. The student will be able to analyze the consultation model of Tiberius (reciprocal-interaction).

Goal F. The student will define the basic terms related to the consultation models.

Goal G. The student will describe his/her own model of the consultation process.

PEER CONSULTATION WORKSHOP — OBJECTIVES

UNIT 1. THEORY OF CONSULTATION

GOAL A. THE STUDENT WILL KNOW AND ACCEPT THE REASONS FOR CONSULTATION.

Objectives

A 1. The student will list three reasons why a consultant might be required.

A 2. The student will give two examples of situations where a consultant is required and state why the situation is appropriate.

A 3. The student will give two examples of situations where the consultant role is not appropriate and state why.

A 4. The student, when given a list of the people who can help others learn, will rank the role of the consultant in the top three.

GOAL B. THE STUDENT WILL KNOW AND UNDERSTAND THE NEED FOR INDIVIDUALIZED CONSULTATION IN POST SECONDARY INSTITUTIONS.

Objectives

1B 1. The student will list two reasons for the increased pressure placed on post-secondary institutions to improve the quality of teaching.

1B 2. The student will state three types of approaches to improving the quality of post-secondary teaching as suggested by Gaff.

1B 3. The student will explain the major focus and goals of 'Faculty development' programmes.

1B 4. The student will describe three characteristics of 'instructional development' programmes.

1B 5. The student will describe three characteristics of a 'faculty development' programme which distinguish it from the other two approaches suggested by Gaff.

1B 6. The student will describe two problems suggested by Melnick & Sheehan regarding 'short-term' programmes and 'expert centers'.

1B 7. The student will give an example of an argument against the effectiveness of financial incentive programmes.

1B 8. The student will define the term: peer consultant.

1B 9. The student will generate three reasons for the use of a peer consultant.

1B 10. The student will summarize the arguments submitted regarding the limitations associated with the use of student questionnaires and instructor-solicited student opinions.

1B 11. The student will evaluate the impact on teaching improvement programmes of the assumption of the 'rational man'.

1B 12. The student will justify the use of individual consultation as an essential supplement to the more traditional faculty and instructional development programmes.

GOAL C. THE STUDENT WILL DISCUSS THE COMMON GOALS OF THE INDIVIDUALIZED CONSULTATION PROCESS AS APPLIED TO HIGHER EDUCATION.

Objectives

1C 1. The student will list two common goals of the consultation process as suggested by Mouton & Blake

1C 2. The student will explain the two common goals suggested 1C.1.

1C 3. The student will, in writing, differentiate between the term 'consultation' and the following terms: teacher, evaluator, and supervisor. The comparison will be made on the dimension of 'goals'.

1C 4. The student will compile a list and briefly describe five goals of the consultation process as applied to teaching in higher education.

GOAL D. THE STUDENT WILL DESCRIBE THE COMMON CHARACTERISTIC OF THE CONSULTATION PROCESS.

Objectives

1D 1. The student will list 4 common characteristics of

the consultation process as suggested by Bell & Nadler.

1D 2. The student will define in his/her own words the following terms: triadic relationship, the client, the client system.

1D 3. The student will identify the implications of the following statement: The consulting relationship is one based on collaboration.

1D 4. The student will summarize the implications of the consulting process viewed as a 'behavioral science'.

1D 5. The student will summarize the implications of the consulting process viewed as a 'performing art'.

1D 6. The student will compare the implications of adhering to the view that the consulting process reflects a 'behavioral science' as compared to a 'performing art'.

1D 7. The student will, in writing, list four characteristics of an effective consulting relationship.

1D 8. The student will describe the four listed characteristic from 1D-7.

1D 9. The student will give one example for each of the four described characteristics.

1D 10. The student will justify his/her choice of the four characteristics of an effective consulting relationship.

GOAL E. THE STUDENT WILL ACKNOWLEDGE AND EXPLAIN THE ROLES PLAYED BY THE CONSULTANT.

Objectives

1E 1. The student will list three of the possible roles played by a consultant.

1E 2. The student will explain in his/her own words, three of the possible roles played by a consultant.

1E 3. Given a list of roles played by teachers, administrators and consultants, the student will select those roles appropriate to the the consultant with 90% accuracy.

1E 4. Given three common characteristics of the consultant's role, the student will categorize them in view of the demands that are made.

1E 5. The student will describe in his/her own words, the major roles which could be played by an educational consultant.

1E 6. The student will state why a consultant is an important facilitator in the process of improving post-secondary teaching.

1E 7. The student will justify the answer to 1E-6.

GOAL F. THE STUDENT WILL KNOW AND UNDERSTAND THE FUNCTIONS PERFORMED AND THE SKILLS REQUIRED BY THE CONSULTANT

Objectives

1F 1. The student will list five areas of 'knowledge', important that the consultant be well versed in.

1F 2. The student will list six 'skill' areas in which th consultant should be competent and experienced.

1F 3. The student will define the following skills:

a. reflective questioning
b. probing
c. paraphrasing
d. summarization
e. transference of skills
f. relieving blocks
g. flexibility
h. modelling
i. interviewing
j. analysis
k. synthesis
l. maintaining an objective stance
m. developing clear goals
n. diagnosis
o. confrontation

1F 4. The student will define the following terms:

a. gathering information
b. sensing problems
c. promoting cohesion
d. linking agent
e. transmitter of information
f. suspending and analyzing
g. clarifying issues
h. creating a supportive climate
i. releasing emotional pressure

j. improving communication patterns
k. removing communication barriers
l. encouraging feedback
m. promoting a spirit of inquiry
n. analyzing ongoing processes
o. managing conflict
p. taking calculated risks.
q. alternative-identifier
r. information-retriever
s. alternative-generator

1F 5. The student will, given a brief description of a function served by a consultant, label the function correctly.

1F 6. The student will, given a brief description of a skill required by a consultant, label the skill correctly.

1F 7. The student will, given a list of functions performed by a consultant, describe one method of carrying out three of the functions.

1F 8. In a group of four, each student will demonstrate the application of two possible functions of a consultant.

1F 9. Following the demonstration, each student will, in the group, analyze the usefulness of each of the two functions.

1F 10. In a small group discussion of four, when given an example situation that calls for the use of particular functions, each student will identify a necessary function and state why it is appropriate.

1F 11. Given a brief case study, each student will identify and justify the most appropriate functions which the consultant could choose to employ and the most essential skills required of the consultant.

1F 12. The student will describe in his/her own words, the skills required of a peer consultant.

1F 13. The students, in pairs, will evaluate their own skills in relation to functioning as a peer consultant, and will identify any discrepancies.

UNIT 2. MODELS OF CONSULTATION

GOAL A. THE STUDENT WILL ANALYZE AND APPLY MOUTON AND BLAKE'S TAXONOMY AND STYLES OF CONSULTATION.

GOAL B. THE STUDENT WILL ANALYZE AND APPLY PILON, BERGQUIST & QUEHL'S THREE MODELS OF CONSULTATION.

GOAL C. THE STUDENT WILL ANALYZE AND APPLY THE CONSULTATION MODEL OF THE MASSACHUSETTS PROGRAMME.

GOAL D. THE STUDENT WILL ANALYZE AND APPLY THE CONSULTATION MODEL OF THE MINNESOTA GROUP.

GOAL E. THE STUDENT WILL ANALYZE AND APPLY THE CONSULTATION MODEL OF TIBERIUS.

GOAL F. THE STUDENT WILL BE ABLE TO DEFINE THE BASIC TERMS RELATED TO THE CONSULTATION MODELS.

GOAL G. THE STUDENT WILL DESCRIBE HIS/HER MODEL OF CONSULTATION.

Objectives:

1. The student will name and define each of Mouton and Blake's five models of consultation.

2. The student will name and define each of Mouton and Blake,s six styles of consultation.

3. The student will name and define Pilon, Bergquist and Quehl's three models of consultation.

4. The student will name and define the model of consultation proposed by the Minnesota group.

5. The student will name and define the model of consultation proposed by Tiberius.

6. The student will summarize three characteristics of each of Mouton and Blake's five models of consultation.

7. The student will summarize two characteristics of each of Pilon, Bergquist and Quehl's three models of consultation.

8. The student will list and define four characteristics of the Massachusett's consultation model

9. The student will list and describe four characteristics of the Minnesota consultation model

10. The student will list and describe four characteristics of Tiberius's consultation model.

11. The student will define in terms of two characteristics the following terms applied to models of consultation:
a) counsellor (Minnesota)
b) problem solver (Minnesota)
c) provision mode (Kurpuis)
d) prescription mode (Kurpuis)
e) content expert (Schein)
f) process consultant (Schein)
g) horticultural model (Tiberius)

12. Given a brief description of three styles of consultation, the student will analyze which model of consultation is being described.

13. The student will compare and evaluate (in teams of 2) the following models of consultation: Mouton & Blake; Pilon, Bergquist & Quehl; Minnesota Group; Massachusetts programme and Tiberius. The comparison will be made on the following four dimensions:
a) assumptions relating to individual behavior.
b) assumptions relating to the nature of the consultation relationship
c) assumptions regarding how to best serve the client.
d) assumptions regarding the nature of the presenting problem.

14. Given a self evaluation form the student will describe the models and styles they expect to most likely adopt.

15. In groups of three, the students will analyze and evaluate which models and styles they have chosen.

UNIT 3. BASIC ASSUMPTIONS OF CONSULTATION

GOAL A. THE STUDENT WILL UNDERSTAND AND ACCEPT THE FOLLOWING BASIC ASSUMPTIONS RELATED TO THE CONSULTATION PROCESS:

Objectives

3A 1. The student will define in his/her own words each of the following assumptions:

a. confidentiality
b. consultation as a triad
c. problem ownership
d. use of challenge and support
e. use of discrepancies
f. equality of the relationship

3A 2. Given a brief description of each of the basic assumptions, the student will label the assumption correctly.

3A 3. The student will describe two implications (for the consultation process) of adhering to each of the above mentioned assumptions.

3A 4. In small groups of four, each student will justify the importance of two of the basic assumptions.

3A.5. Given a brief case study, each student will identify three of the assumptions that have been adhered to.

3A 6. Related to the assumption of 'equality of the relationship' , each student will describe three characteristics of the consultant as a 'facilitator'.

3A 7. The student will summarize three major points presented by Schein and Pilon related to the assumption of 'equality'.

3A 8. In groups of four each student will generate ideas to facilitate 'problem ownership' in the consultation relationship.

3A 9. In groups of four, the student will describe alternative ways of providing challenge and support to the consultee.

3A 10. In pairs each students will demonstrate three ways of providing support and challenge to their partner.

3A 11. In groups of three, and given a case study, each student will identify two discrepancies related to statements made by the consultee.

3A 12. In the same groups, each student will suggest and then demonstrate at least one method of pointing out the discrepancies to the consultee.

3A 13. In groups of two, the students will summarize the implications of adhering to the following assumptions:
a) individuals have two separate personal theories (espoused and implicit.
b) all important information required for the consultation is embedded in the client system.

3A 14. In groups of two the student will comment on the following statements, either accepting or rejecting the validity of each statement. The student will justify his/her answers and illustrate two implications for the consulting process of either accepting or rejecting each statement:
a) change is not the important outcome of the consultation process (Argyris).
b) The original problem offered by the client is rarely the one that becomes the focus of the consultation process (Tiberius).

GOAL B. THE STUDENTS WILL BECOME FAMILIAR WITH THE COMMON ISSUES AND CONCERNS RELATED TO THE CONSULTATION PROCESS.

Objectives

3B 1. The student will define in his/her own words the terms:

a) ethical issue or dilemma.
b) resistance.

3B 2. The student will list four common ethical issues or dilemmas facing the consultant.

3B 3. The student will comment on the following statement: " It is unethical for the consultant to develop a new area of expertise with a client" and justify his/her answer.

3B 4. The student will describe how dependency on the part of the client is often unintentionally fostered by the consultant.

3B 5. The student will describe and then evaluate how she/he would handle the issue of reporting accurate data to the client.

3B 6. The student will comment on the following statement, justifying the acceptance or rejection of the statement: "It is essential, for effective consultation, that the consultant remain 'value-neutral' ".

3B 7. The students will describe the implications of accepting resistance as a naturally occurring phenomena.

3B 8. The student will describe three possible reasons for the client, although espousing the desire for change, resisting the assistance offered by the consultant.

3B 9. The student will evaluate the implications for the consulting process of the following statements:
a) Teaching is an art.
b) Academics often adhere to beliefs which predispose them to resistance.

UNIT 4. PERRY'S MODEL OF INTELLECTUAL DEVELOPMENT

GOAL A. THE STUDENT WILL UNDERSTAND AND APPLY PERRY'S MODEL OF INTELLECTUAL DEVELOPMENT OF COLLEGE STUDENTS.

Objectives

4A 1. The student will list the four levels (categories) of intellectual development.

4A 2. The student will explain four characteristics of the students at each of the four levels.

4A 3. The student will predict four types of questions that might be asked by a student who was representative of each of the four levels.

UNIT 5: CHARACTERISTICS OF EFFECTIVE TEACHING

GOAL A. THE STUDENT WILL UNDERSTAND THE PROCESS OF IDENTIFYING IMPLICIT THEORIES OF TEACHING AND LEARNING

Objectives:

5A 1. The student will define the following terms:
a) 'implicit theory',
b) 'theory in action'.

5A 2. In writing each student will describe what they perceive as the 'responsibilities of teachers'.

5A 3. In writing, each student will describe what they view as the 'responsibilities of students'.

5A 4. In writing, each student will describe their own ideas concerning the teaching-learning process.

5A 5. First in pairs, and then in groups of four each student will describe their ideas concerning the teaching learning process to the other students.

GOAL B. THE STUDENT WILL KNOW AND COMPREHEND THE SYSTEMATIC APPROACH TO THE IMPROVEMENT OF TEACHING.

Objectives

5B 1. The student will define in their own words the terms: learning, teaching, and improvement of teaching.

5B 2. Given the five major elements of the teaching-learning process, in groups of four, the student will recognize which of the elements are elated to instructional development.

5B 3. The student will list and then explain three essential conditions for learning.

GOAL C. THE STUDENT WILL BECOME FAMILIAR WITH THE USE OF THE TEACHING TETRAHEDRON

Objectives

5C 1. The student will name the five components of the teaching tetrahedron.

5C 2. In written form the student will restate in his/her own words, the description of the five components.

5C 3. The student will give four examples of information that would be included in each of the five components.

5C 4. In groups of three each student will fill in the information, gleaned from a discussion with one other member of the group, information that would need to be included in each of the five components.

5C 5. In the same groups of three, the students will compare their completed tetrahedron with those of the other members of the group.

5C 6. In the same groups each student will analyze another member's completed tetrahedron in terms of the following criteria:
a. the level of the students taught (Perry's model)
b. useful strategies employed
c. teacher competencies and apparent behaviors present (if applicable)

SUMMARY OBJECTIVES FOR UNITS 1, 2, 3, 4, 5.

1. Theory of Consultation
2. Models of Consultation
3. Basic Assumptions of Consultation
4. Perry's Model of Intellectual Development
5. Characteristics of Effective Teaching

Objectives

1. Given the reasons for consultation, the goals of the teacher's course, the level of the students in the teachers class, and ensuring an adherence to the basic assumptions related to the consultation process, the students will in groups of four, select and justify the appropriate model of consultation and select the appropriate styles to be employed by the consultant.

2. In groups of four, the students will evaluate their implicit theories of teaching and learning.

3. Given a case study briefly describing the reasons for consultation, the implicit theories of teaching of the Instructor, the characteristics of the students in the class (relativistic) the goals of the course and the concerns of the instructor, the students in groups of four will:
a. select and justify the styles and models of consultation which appear to be most appropriate.
b. briefly describe how the consultant might facilitate problem ownership for the instructor.

UNIT 6. THE CONSULTATION PROCESS

GOAL A. THE STUDENT WILL UNDERSTAND THE GENERAL PHASES OF THE CONSULTATION PROCESS AND WILL APPLY THESE STEPS IN A SIMULATED CONSULTATION.

Objectives

6A 1. The student will list a minimum of six of the general phases of the consultation process.

6A 2. The student will, in his/her own words, describe the components of each of the described phases.

6A 3. In groups of three, the students will identify the events/actions appropriate to each of the following phases:
a. initial meeting
b. choosing procedures and tools for data collection
c. organizing the data results
d. giving feedback to the faculty member
e. formulating interventions
f. assessing the success of the interventions and of the consultation process

6A 4. Given a series of simulated consultation situations, in groups of three, the students will suggest appropriate skills to be employed by the consultant for the specific phase of the consultation process shown.

6A 5. Given a videotape demonstrating phases 1-4 inclusive, in groups of three, the students will analyse and evaluate the techniques applied by the consultant.

6A 6. Given a videotape of an initial interview, in pairs, the students will plan the appropriate procedures and tools for data collection.

6A 7. Given a videotape of a classroom demonstration, and the information requested by the faculty member from the consultant as a result of the classroom observation, the students, in groups of four, will plan and justify the most appropriate strategies for interviewing the faculty member's students; and the instruments to be employed in gathering information from any other necessary source.

6A 8. With the compiled data from the previous videotape observation, in the same groups, the students will describe an effective way of organizing the data results.

6A 9. In the same groups, the students will generate ideas for methods of presenting the data to the faculty member.

PERRY'S MODEL OF INTELLECTUAL DEVELOPMENT

a. DUALISM (positions 1 & 2)

Knowledge is viewed as existing absolutely. Right answers are the domain of people in authority and it is the role of the student to master these answers. Tasks which require a consideration of multiple options or points of view are confusing and judgements or evaluations are stated as if they are self-evident without being substantiated.

b. MULTIPLICITY (positions 3 & 4)

Multiple perspectives and points of view are acknowledged and those who hold different beliefs are no longer seen as being simply wrong. However, differing views and opinions are not adequately evaluated, as they are seen as being equally valid. By position 4 students can see the difference between an unconsidered belief and a considered judgement.

c. RELATIVISM (positions 5 & 6)

Knowledge and different perspectives are recognized as contextual and relative, and are seen as fitting together into a larger whole. Students show the capacity for detachment, seek the big picture, are able to think analytically, and can evaluate their own ideas, as well as those of others. However, decision making is resisted as the merits of alternative perspectives are so clear that it becomes almost impossible to choose among them. This precludes or delays establishment of one's own roles and responsibilities. By the time position 6 is reached, the student is beginning to realize the need to evolve and to endorse their own choices from the multiple truths which exist in relativistic world.

d. COMMITMENTS IN RELATIVISM (positions 7, 8, & 9)

By position 9 the student has made an active affirmation of him/herself and his/her responsibilities in a pluralistic world, establishing an identity in the process. He/she is able to evaluate events and ideas and select beliefs and points of view that are personally judged as being worthwhile. In doing so, commitments are made in such areas as career, marriage, religion and life style.

APPENDIX B

PROPOSED WORKSHOP SCHEDULE

Appendix B

Proposed Peer Consultation
Workshop Schedule

Day 1

Session 1:

a. Pre-test to be completed at the beginning of the workshop session. (participants would be told about this when they receive the handout package containing the pre-reading material). (Participants had completed a similar set of questions prior to reading any of the material. Questions come basically from the Knowledge and Comprehension level objectives).

b. Purpose of pretest will be re-emphasized:
   1. to give leader more accurate information regarding what material has been read and understood;
   2. to give direction to the leader regarding what areas or concepts require further explanation.

c. Introduction to workshop:

   - outline plans for the next 2 1/2 days

   - emphasize participation and actively trying out ideas

   - clarify assumption that participants have a basic understanding of the reading material, in order that discussions will not become time spent sharing ignorance.

   - emphasize the purpose of discussions and role play activities

   - stress the purpose of the workshop: to help participants attain deeper levels of understanding in exploring the concepts and process of peer consultation.

d. "Getting to know each other" - energizing activity

   - in pairs participants will interview each other for the purpose of introducing their partner to the group.

   - information gathered will focus on the following questions:

      1. what do you know about teaching and consultation
      2. what do you hope to get out of this workshop
      3. share something significant about yourself that will help group members better understand who you are.
      4. what is your most important strength as a teacher/potential consultant.
      5. what is a fear/concern that you have in relation to your teaching - is there some aspect of your teaching where you feel that you particularly would like assistance.

- each participant will take 1-2 minutes to introduce their partner to the group.

- describe the purpose of the exercise: consulting is a process which touches the person at both the affective and emotional levels. As a Consultant you will be required to gather and employ this information to facilitate the process.

BREAK

Session 2

- Introduction

  - prior to beginning each Unit throughout the workshop, it is important to clarify how confident the participants are of their general understanding of the reading materials. Do they feel that they understand what the readings discuss? Are there specific areas that require further basic information?

  - will be adhering to Bloom's Taxonomy throughout the workshop moving through the 6 levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The readings cover the knowledge level; discussions are designed to translate knowledge level to the comprehension and application levels; experiential activities are designed to facilitate movement through the levels of analysis, synthesis, and evaluation.

- Review of Unit 1: The Theory of Consultation.

  - discussion questions pre-designed by leader will be the focus of the review of this unit. Questions will be drawn from the comprehension and application level objectives applying to Unit 1, goals A to F inclusive

- Review of Unit 2 - Models/Approaches to Consultation:

  - discussion will move participants from the content of the models of consultation to the process of consultation.

  - predesigned discussion questions will provide the focus for discussion by the group. Questions will be drawn from the comprehension and application level objectives found in the objectives for Unit 2, goals A to G inclusive. Emphasis will be placed on the models of Pilon, Bergquist & Quehl; Mouton & Blake; Schein; Tiberius; and the Minnesota Group.

BREAK

Session 3:

- Discuss results of the Pretest and re-emphasize the purpose for using it.

- Clarify if there are any concepts, ideas from Units 1 or 2 that require further clarification.

- Review of Unit 3 - Assumptions and Issues Related to Consultation:

  - predesigned discussion questions will provide the focus for group discussion. Questions will be drawn from the comprehension and application levels of the Unit 3 objectives applying to goals A to C inclusive.

- Role play activity which involves culmination of material from Units 1,2, and 3.

  - 2 role play exercises will be conducted in front of the group

  - 1 role play will contain appropriate roles, reasons for consultation, skills, models, styles, and functions.

  - 1 role play will contain inappropriate roles etc. (knowledge of the participants will be used to mix people and assign roles). Group members will be asked to take notes regarding: assumptions, functions, skills, adherence to models, and styles, noting evidence of these during the role play exercises.

BREAK

Session 4:

- discussion will focus on group observations of the role play exercises.

Day 2

Session 5:

- Review of Unit 3 continued. discussion of role play activities from the previous day focusing more directly on issues and concerns arising within the consultation process.

- Repeat role play activities from previous day, incorporating the assumptions and issues discussed. After completion of exercise, the purpose will be explained to the participants.

- Discussion relating to new dimensions arising out of the re-doing of the role play activities.

BREAK

Session 6:

- Review of Unit 4 - Perry's Model of Intellectual Development.

  - purpose: all members involved in the consultation process are adults (students, faculty members, consultants); we must know something about each of them : student (student, person, adult); Faculty member (teacher, person, adult); consultant (consultant, person, adult); both faculty member and consultant must be able to step outside of their own frame of reference in order to look at where the students are at.

  - predesigned questions for discussion with the group will be drawn from the comprehension and application level of Unit 4 objectives applicable to goal A.

BREAK

  - predesigned questions for discussion with the group will be drawn from the comprehension and application level Unit 4 objectives applicable to goal A.

BREAK

Session 7:

- In small groups, the participants will compile lists of the types of questions that would likely be asked by students at each of the levels of Perry's model.

- Review of Unit 5 (goal A: Identifying Implicit theories of teaching and learning.
  - predesigned discussion questions will be drawn from the objectives related to Goal A.

Session 8:

- Review of Unit 5 (goals B and C) Systematic Approach to the Improvement of Teaching.

- Activity: identifying 2 persons in your life who: a. helped you in your attempts at learning and their characteristics; b. 2 persons in your life who frustrated your attempts at learning. Describe the characteristics of these people. Will use flip charts to compile list of characteristics of "effective teaching" and "non-effective teaching". Out of these lists will get the basic theoretical definitions of "effective teaching".

- discussion focus: look at the characteristics which you value: do you model them in your own teaching; are there characteristics you avoid. Purpose is to being the process of articulation of your own "Espoused/Implicit" theories of teaching. Parallels will be drawn with "espoused theories of consultation".

- discussion of the use of the Teaching Tetrahedron. Questions will be drawn from the comprehension and application level objectives of Unit 5, goal C.

Day 3

Session 9:

- Review of Unit 6: The Consultation Process.

  -theoretical overview will be presented illustrating how the various phases of the different models may be combined.

  -predesigned discussion questions will focus on the comprehension and application level objectives of Unit 6, goal A.

  -activities will be drawn from the synthesis and evaluation level objectives of Unit 6, goal A.

  -activities will be debriefed and discussion centered around generating alternative strategies appropriate to the specific consultation session.

BREAK

Session 10:

-Clarify any issues arising for members of the group.

-Activity: role play with volunteers assuming the role of consultant and client conducting an initial interview and a data feedback session.

BREAK

Session 11:

-discussion to focus on alternative strategies deemed as appropriate given the consulting situation.

-redo similar role play activity implementing new ideas and strategies arising from discussion.

BREAK

Session 12:

- Debrief previous role play situation.
- Wrap up session, stressing that is only the beginning of a long-term process.
- Assign pairs for follow-up consultation activity and discuss commitment necessary on the part of the participants.
- Handout Post-test to be completed
- handout Formative Evaluation of workshop
- Arrange follow-up meeting at 3 week intervals with group.

APPENDIX C

ACTUAL SCHEDULE OF WORKSHOP ACTIVITIES

Appendix C

Actual Schedule Of Peer Consultation Workshop Activities

Wednesday, January 16: 1:30 - 4:00 pm

SESSION 1:

A. Introduction: 1. Background and personal interest in peer consultation of the leader

2. Concerns related to pre-reading and pretest

3. Purposes and goals of workshop

4. Use of Bloom's Taxonomy

5. Overview of workshop schedule

B. 'Introduce your partner' Activity: the focus of 5 minute interview was to gather information on the following questions:

a. What do you know about Teaching and Consultation?
b. Is there something significant about yourself that will help other members of the group better understand you?

c. What are your goals for this workshop?

d. What is your most important strength as a teacher and potential consultant?

- purpose of activity explained

- instructions: each person will interview and then introduce their partner. A composite picture of the characteristics of the group was compiled with the use of the blackboard.

BREAK

SESSION 2:

1. Theoretical Review of the Theory of Consultation (Unit 1)

   a. What is peer consultation?

   b. The general characteristics of the Consultation process

   c. The characteristics of 'effective consultation'

   d. The general goals of the consultation process

   e. Rationale for the peer consultation service as a necessary supplement to existing faculty development programmes (time did not permit this topic to be discussed)

2. Spontaneous discussion: The consultant must remain independent of the client system; and the peer consultant does not participate in the consultation process with same discipline colleagues.

3. Theoretical overview of: Models of Consultation (Unit 2)
   - Integration of Reciprocal Interaction Model (Tiberius) and Co-ordinate Status Consultation Model (Minnesota)
   (time did not permit this overview so overheads were xeroxed and used in the form of a summary handout)

   a. definition of change

   b. skills, roles, functions of peer consultant

   c. outcomes and goals of the peer consulting process

   d. strategies

   e. focus

   f. implications

   g. stages of the peer consultation process

4. Beliefs and Assumptions Inventory handed out. To be completed by next session.

WEDNESDAY, JANUARY 23, 9:00 - 4:00 pm

SESSION 3.

1. evaluation forms completed re: previous afternoon sessions

2. Discussion of changes to original schedule

3. Exercise: Possible Roles for Consultants (individual activity)

4. Activity: group divided into groups consisting of: client consultant, and 3 observers.

   - Consultant to gather information from client re: what is your most important concern in your teaching.

   - 15 minute interview session

   - Observer #1: focus on skills exhibited and roles played by the consultant

   - Observer #2: focus on apparent comfort level of client (body language, voice tone etc.)

   - Observer #3: focus on types of questions asked by the consultant

   - Debriefing: compiled and discussed feelings, observations, of participants noting where theoretical concepts previously discussed were evident.

BREAK

SESSION 4.

1. Overview of 'Assumptions Related to the Consultation Process' (Unit 3) - discussed on two levels: personal assumptions and beliefs (use of Belief and Assumption Inventory) and theoretical assumptions of the Minnesota and Tiberius models.

   a. categories of assumptions related to:
      i. individual behavior and characteristics of the client system.
      ii. the nature of the consulting relationship and consultant responsibilities.
      iii. how to best serve the client to enhance motivation and commitment
      iv. the nature of the presenting problem

   b. relationship to Belief Inventory and the beginning of the process of recognizing and articulating your own 'implicit theory'

   c. theoretical assumptions inherent in acceptance and use of the models of Minnesota and Tiberius.

d. Assumptions about the characteristics of faculty members.

e. Pre-designed large group discussion topics:

i. Although espousing the desire for change, the client may resist the assistance offered by the consultant
ii. It is essential for effective consultation outcomes, that the consultant remain 'value neutral'
iii. How might the consultant unintentionally foster dependency on the part of the client.

f. Summary of topics and issues discussed since the beginning of the workshop.

g. Overview of schedule of activities for the afternoon.

LUNCH

SESSION 5.

a. definition of 'espoused/implicit theories' and 'theory in action'

b. Activity: think of 2 people in your experience who facilitated your attempts at learning. On a piece of paper, note down their characteristics.
identify 2 people in your experience who got in the way of your attempt at learning something. What specific things did they do to frustrate your attempts.
- compiled ideas from all participants on flip charts and considered them in terms of the theory of characteristics of effective and non-effective teaching.

c. Activity: individuals are to make up a list of:

1. teacher responsibilities in the teaching-learning process;
2. student responsibilities in the teaching-learning process.
- ideas were compiled on the board and discussed in terms of further elaboration of personal implicit/espoused theories of teaching.

SESSION 6.

1. The Systematic Approach to Teaching Improvement (Unit 5)
a. group discussion: i) what is a systematic approach
ii)why is it useful and important

b. theoretical presentation of the use of the following tools:
i. teaching tetrahedron
ii. Harvey Diagnostic Questionnaire
iii. Sorcinelli handout
iv. TABS Questionnaire

BREAK

SESSION 7.

1. Theoretical overview of the Initial Interview - Phase 1 (Unit 6)

a. goals, purpose of interview

b. focus

c. practical suggestions

d. useful tools for use during initial interview:
   i. TABS
   ii. Harvey Questionnaire
   iii. Tetrahedron

e. possible reasons for client involvement in consultation process

f. Activity: Instructions: Conduct an initial interview
   choose partner, one take role of consultant, other the role of the client.

   conduct 40 minute initial interview

   use tetrahedron as a guide for gathering information and try to collect information related to each of the 5 categories.

g. Overview of schedule of activities for Thursday and homework assignment (to make notes about the initial interview for discussion tomorrow)

THURSDAY, JANUARY 24, 9:00 - 4:00

SESSION 8.

1. evaluation of activities from Wednesday

2. spontaneous discussion: group commitment to peer consulting beyond the commitments of the workshop (wanted to clear up any misconceptions members might have about expectations of College of subsequent offering of consultation services)

3. Changes to schedule. (continue theoretical discussion of Phases of the Consultation process in the morning and debrief 'initial interview' activity in the afternoon.

4. Discussion of follow-up activities, pairing-up arrangements (designed by leader), follow-up meeting of group in February, rationale of necessity of participating in consultation process as both client and consultant.

- concerns: a. short time frame to get very far into the process by February 18; and
  b. decision by group to be either client or consultant before meeting, but not experience in both roles until after the meeting.

- Demonstration of new audio-recording equipment, as some participants wanted to explore possibility of recording sessions.

5. Theoretical Overview: Phase 2 Data Collection

a. Classroom observation:

- rationale, practical suggestions

- spontaneous group discussion: pros and cons of using video equipment during classroom observation; purpose and implications of client introducing consultant to the class.

b. Student Interview:

- purpose, necessary skills and practical suggestions

- spontaneous group discussion:

i. Are students willing to commit the time?
ii. Do you want a mix of opinions?
iii. Do students balk at another "evaluation"?
iv. How do you get a realistic sample of students?
v. How do you deal with negative/ protective students?
vi. What if the consultant is known to the class?
vii. Why do we have to focus on the critical comments made by students?
viii. Issue of evaluation vs consultation
ix. Interview strategies: how do you structure the interview?
x. What about small group dynamics?
xi. How do you use the Harvey Questionnaire and consultant hunches?
xii. What about the biases of the consultant re: what information from student interview is presented to /withheld from faculty member?

BREAK

SESSION 9

1. Phase 2 continued: The second Classroom Observation:

   a. purpose

   b. discussion: is it realistic

   c. putting together "issues for Consideration" report

2. Phase 3 - Challenge and Enrich Personal Theories of Teaching:

   a. purpose, strategies,

   b. discussing "issues' report

   c. spontaneous discussion:

      i. How to use teacher predictions of student responses
      ii. Why do we focus on incongruities
      iii. How do we handle client justifying and defending what they do.
      iv. What about expanding the student's 'espoused theories

3. Phase 4.- Identify and Test New Teaching Strategies:

   a. focus, practical suggestions, use of student re-interview

   b. spontaneous discussion:
      i. How to structure this interview?
      ii. How do you follow-up later if the client decides only to build on good aspects of style?
      iii. How useful is interviewing different groups of students 6 months later?
      iv. discussion of effective teaching and making changes: use of learning styles inventory and format system

4. Phase 5 Follow-up; Recycle; Terminate; Evaluate Process

   a. issue of involvement in departmental politics
      i. How could you get caught up in the politics?
      ii. How was university group funded? (great concern for group)

   b. written "summary report"
      - outline of possible format.

LUNCH

SESSION 10

1. explain run-through of initial interview, classroom observation, interview students, and present feedback (structure and purpose, request for volunteers)

2. Debriefing session of 'initial interview' activity

   - reactions of client and consultant
   - due to time restraints, group decided to more fully explore reactions instead of switching roles and conducting another initial interview:
   - strategies perceived by clients as being helpful/not helpful
   - effects of too much structure/ not enough structure
   - need for balance between direction and lack of structure
   - reaction to incorrect paraphrasing or over-use.
   - sense of becoming more uncomfortable as session moved to deeper levels
   - client resistance
   - interference of personal biases
   - great need for flexibility on part of consultant
   - different perceptions of situation as viewed by client and consultant

. Conclusion and Summary.

. Review of plans for tomorrow's session

FRIDAY, JANUARY 24, 9:00 to 11:45 am

SESSION 11.

1. Arrange details of follow-up meeting for February meeting

2. Discussion about future commitment

3. Decision to deal with left-over issues/concerns prior to proceeding with plans. Spontaneous discussions:
   a. role of counselling in the consulting relationship
   b. need to remain task oriented
   c. difficulty in separating the person from the problem
   d. danger of becoming involved in personal emotional issues
   e. strategies for handling and/or preventing this involvement
   f. difficulties and dangers of working with close colleagues.
   g. threat of sharing with close colleagues
   h. evaluation getting in the way of the consultation process
   i. client choosing 'safe issues' to deal with
   j. why use the 'written report

k. do clients use it for other purposes
l. does written report link consultation to evaluation
m. dangers of not having written reports
n. idea that the consultant is 'accountable'
o. there seems to be some malicious intent in the report
p. clarification of purpose of written report

BREAK

SESSION 12.

1. group decision to have a 20 minute 'student interview' experience with a consultant, students and observers.

2. Debrief student interview session"

   a. reactions of students
   b. reactions of consultant
   c. perceptions of observers
   d. linking experience to theory of small group dynamics
   e. difficulty for consultant because she was too involved
   f. skill of interviewing; moving towards 'issues' list vs complaints list
   g. significance of the group of six students

3. Wrap Up:

   a. growth of group, and deepening levels of understanding movement through Bloom's levels

   b. long-term process, that we have merely begun

   c. process of re-evaluating previously held ideas

   d. spontaneous discussion: Issue of Research and the workshop

APPENDIX D

PRE-REGISTRATION FORMS

PEER CONSULTING WORKSHOP

Registration Information

NAME: _____ OFFICE PHONE: _____
CAMPUS: _____

TEACHING SPECIALITY AREA: _____

How long have you been teaching in this discipline? _____
If this is not equal to the number of years you have been teaching, please elaborate.

POST - SECONDARY EDUCATIONAL HISTORY

DIPLOMA/DEGREE *YEAR OBTAINED*

How many hours per week do you spend in the lab/classroom etc? _____

How much of your time is spent interacting with students, outside of your formally assigned teaching hours? _____

What percentage of your time do you spend involved in other activities related to teaching?

What are these activities?

Have you spent your teaching career in the area/discipline in which you are now teaching? Y ___

If you are not presently teaching in the classroom/lab etc, please elaborate:

PEER CONSULTING WORKSHOP

Registration Information

Please answer the following questions briefly, PRIOR to reading any of the materi included in the Pre-Reading workshop material.

1. What course is working best for you this year? Why?

2. What do you enjoy most about your teaching?

3. What do you think is your most outstanding teaching skill(s)?

4. If you were not teaching, what would you like to be doing?

5. What image do you most want your students to have of you?

6. What is the thing that you most want your students to learn?

7. What one value do you wish that all teachers held?

8. How do you feel that your students learn?

**NB. If you require additional space to answer any question, please use the other side of the paper.

REGISTRATION INFORMATION continued

BRIEFLY DESCRIBE WHY YOU ARE ATTENDING THIS WORKSHOP AND WHAT YOU HOPE TO LEARN FROM IT.

PLEASE LIST THE PREVIOUS TEACHING RELATED WORKSHOPS YOU HAVE ATTENDED. INDICATE THE FOCUS OF EACH, AND WHETHER OR NOT IT WAS USEFUL.

PLEASE LIST THE COURSES YOU HAVE TAUGHT IN THE PAST TWO YEARS AND INDICATE THE LEVEL OF EACH COURSE WITHIN THE DISCIPLINE AREA.

APPENDIX E

EVALUATION FORMS AND PRE AND POST TESTS

PEER CONSULTATION WORKSHOP

PRE-TEST

Instructions: Be sure to complete these questions prior to reading the material.

UNIT 1. THE THEORY OF CONSULTATION

1. List three reasons why an educational consultant might be required.

2. List two reasons for the increased pressure placed on post-secondary institutions to improve the quality of teaching.

3. List two goals which would be appropriate to the consultation process.

4. State four common characterisrics of the consultation process.

5. List four characteristics which would be observed to be present in an effective consultation relationship.

6. List three possible roles which could be played by an educational consultant.

7. List three areas of 'knowledge' important that the educational consultant be well versed in. Rank these in order of importance.

8. List four 'skill' areas in which the consultant must be competent.

UNIT 2. MODELS/APPROACHES TO CONSULTATION

9. List the models of consultation suggested by Mouton and Blake (there are five of them).

10. List the models of consultation suggested by Pilon, Bergquist, and Quehl (there are three of them).

11. What does the term 'co-ordinate status consultation' mean?

12. What does the term 'reciprocal-interaction' mean as it is applied to educational consultation.

UNIT 3. BASIC ASSUMPTIONS RELATED TO THE CONSULTATION PROCESS

13. What do the following terms mean when applied to the consultation process: a. problem ownership; b. consultation triad?

14. What do these terms mean in relation to the consultation process: a. ethical dilemma; b. resistance?

15. List four common ethical issues/dilemmas which the educational consultant must be prepared to deal with.

UNIT 4. PERRY'S MODEL OF INTELLECTUAL DEVELOPMENT

16. List the four levels (categories) of intellectual development as suggested by Perry. This question may also be answered by listing the nine levels as are described without being grouped (categorized).

UNIT 5. CHARACTERISTICS OF EFFECTIVE TEACHING

17. What do the following terms mean when applied to the consultation process: a. implicit theory; b. theory in action?

18. What are the components of the teaching tetrahedron (there are five of them)?

UNIT 6. THE CONSULTATION PROCESS

19. List the general phases of the consultation relationship (minimum of 6).

20. Define the term: peer consultant.

PEER CONSULTATION WORKSHOP

Evaluation continued

WHAT DID YOU LIKE BEST ABOUT THIS WORKSHOP

WHAT WAS THE MOST VALUABLE THING YOU LEARNED AS A RESULT OF THE WORKSHOP

WHAT ACTIVITIES IN GENERAL, WERE LEAST HELPFUL TO YOU

WHAT ASPECTS OF THE WORKSHOP DO YOU FEEL SHOULD BE CHANGED

HOW DO YOU ANTICIPATE USING WHAT YOU HAVE LEARNED IN THIS WORKSHOP
IN WHAT WAYS WILL YOU USE THE KNOWLEDGE AND SKILLS YOU HAVE GAINED

HOW IMPORTANT DO YOU FEEL MASTERY OF THE THEORETICAL MATERIAL PRESENTED IN THIS WORKSHOP IS FOR YOU TO ACCOMPLISH YOUR OWN GOALS FOR THIS WORKSHOP.

1 relatively unimportant 2 3 4 5 relatively important

WHAT IS YOUR OVERALL RATING FOR THIS WORKSHOP

1 poor 2 3 average 4 5 good 6 7 outstanding

EVALUATION OF WORKSHOPS

Please indicate by checking the appropriate box if you think some aspect of the workshop ought to be increased, reduced, or kept the same. If something ought to be changed in some way and you have a specific suggestion about how the change should be made, state that next to the check point.

Aspect of the Workshop	Keep the Same	Increase	Decrease	Can't Tell	Specific Suggestion
Length of session(s)					
Pleasantness of facility					
Amount of participation					
Realism of practice					
Number of examples					
Relevance of examples					
Number of demonstrations					
Completeness of demonstrations					
Balance of views presented					
Completeness of content					
Pace of activities					
Amount of information					
Usefulness of information					
Variation of activities					
Level of subject matter as compared to my state of knowledge					
Importance of objectives					
Breadth of objectives					
Depth of objectives					
Clarity of workshop purposes					
Number of aids for learning (handouts, etc.)					
Clarity of aids					
Visibility of visuals					
Audibility					
Adequacy of procedures to communicate what was to be learned (objectives, outline)					
Precision of evaluation of what I learned					
Depth of evaluation					
Usefulness of evaluation					
Number of questions asked					
Number of motivational devices (puzzles and questions)					

PEER CONSULTATION WORKSHOP

EVALUATION FORM -- WEDNESDAY, JANUARY 16, 1985 1:30pm to 4:00 pm

Please rate the following activities on a scale of 1 to 5 in terms of their usefulness for you in facilitating your deeper understanding of the consultation process and relevant theory.

ACTIVITY	USEFULNESS				
	1 not very useful	2	3 average	4	5 very useful
INTRODUCTORY STATEMENTS	1	2	3	4	5
INTRODUCING YOUR PARTNER ACTIVITY	1	2	3	4	5
OVERVIEW OF THEORY OF CONSULTATION	1	2	3	4	5
SPONTANEOUS DISCUSSION: THE CONSULTANT MUST REMAIN INDEPENDENT	1	2	3	4	5
OVERVIEW OF "MODELS OF CONSULTATION" (due to time constraints, xeroxed and handed out)	1	2	3	4	5

ANY SUGGESTIONS/COMMENTS WOULD BE APPRECIATED:

PEER CONSULTATION WORKSHOP

EVALUATION FORM -- WEDNESDAY, JANUARY 23 9.00 - 4:00

Please rate the following activities on a scale of 1 to 5 in terms of their usefulness for you in facilitating your deeper understanding of the consultation process and relevant theory.

ACTIVITY	USEFULNESS				
	1 not very useful	2	3 average	4	5 very useful
Small group exercise: What was your most important concern in your own teaching?	1	2	3	4	5
Large group discussion re: observations and reactions to the small group exercise.	1	2	3	4	5
Theoretical overview: Assumptions	1	2	3	4	5
Large group discussion:					
a. resistance to change	1	2	3	4	5
b. being value neutral	1	2	3	4	5
c. fostering dependency	1	2	3	4	5
Espoused Theories:					
a. large group activity of facilitative skills, behaviors which hinder learning	1	2	3	4	5
b. Teacher/student responsibilities	1	2	3	4	5
Overview: use of Tetrahedron	1	2	3	4	5
Overview. Initial Interview	1	2	3	4	5
Initial Interview activity	1	2	3	4	5

PEER CONSULTING WORKSHOP

EVALUATION FORM: READING MATERIAL / TRAINING MATERIAL

Please rate the following articles/training materials on a scale of 1 to 5 in terms of their usefulness for you. 1 represents (not very useful), 3 (average), 5 (very useful). Any additional comments would be appreciated. If needed, please write on the back of this form.

ARTICLE	USEFULNESS
Goals of the Consulting workshop	1 2 3 4 5
Study guide for readings	1 2 3 4 5
The role and function of the Collegiate Consultant	1 2 3 4 5
The consulting Process: Phase 1	1 2 3 4 5
The consulting Process: Phase 2	1 2 3 4 5
Three models of Consultation	1 2 3 4 5
Values and Ethical considerations in the Consulting Relationship	1 2 3 4 5
Consultation Theory and Process (Kurpius)	1 2 3 4 5
The role of the Consultant (Schein)	1 2 3 4 5
The teaching improvement process: the clinic to improve university teaching	1 2 3 4 5
Co-ordinate status consultation	1 2 3 4 5
Theories of teaching: foci for instructional improvement through consultation	1 2 3 4 5
Individualizing the improvement of teaching	1 2 3 4 5
Evolving a model for instructional development at the University level	1 2 3 4 5
Developing concepts in college instruction	1 2 3 4 5
William Perry's theory of intellectual and ethical development	1 2 3 4 5
Improving university teaching (Sullivan)	1 2 3 4 5
Annotated Bibliography	1 2 3 4 5

Xeroxed overheads - Models/Approaches to consultation	1 2 3 4 5
Teaching Tetrahedron	1 2 3 4 5
Preliminary Guide to the Harvey Diagnostic Evaluation of Teaching	1 2 3 4 5
Sorcinell: Guidelines for Pre-observation interview, classroom observation etc	1 2 3 4 5
TABS questionnaire	1 2 3 4 5
Massachusett's Handout: Steps, checklists etc	1 2 3 4 5
Checklist: Components of a lecture	1 2 3 4 5

PEER CONSULTATION WORKSHOP

POST-TEST

Instructions: Please answer the following questions in point form on separate sheet of paper.

UNIT 1. THEORY OF CONSULTATION

1. Give two examples of situations where a consultant might be required and state why each situation is appropriate.

2. Give one example of a situation where the consultant role might not be appropriate and state why.

3. Explain the two common (general) goals of the consultation process as suggested by Houton & Blake (as they relate to the process as it is applied in higher education).

4. Define in your own terms the 'triadic' nature of the consulting relationship.

5. Describe four characteristics of an effective consulting relationship.

6. Explain in your own words, the major roles which could be played by an educational consultant.

7. State why a consultant is an important facilitator in the process of improving the quality of teaching within the postsecondary institutions.

8. Describe the following possible roles of the consultant:
   a. transmitter of information
   b. promoting cohesion
   c. clarifying issues
   d. alternative generator

UNIT 2. MODELS OF CONSULTATION

9. Briefly describe the 'co-ordinate status' model of consultation as proposed by the Minnesota group.
10. Highlight three characteristics of the 'reciprocal-interaction' model described by Tiberius.

UNIT 3. BASIC ASSUMPTIONS RELATED TO THE CONSULTATION PROCESS

11. What do the following terms mean in relation to the consultation process: a. ethical dilemma; b. resistance?

12. List four common ethical issues/dilemmas which the educational consultant must be prepared to deal with.

UNIT 4. PERRY'S MODEL OF INTELLECTUAL DEVELOPMENT

13. Explain two characteristics of students at each of Perry's four levels.

UNIT 5. CHARACTERISTICS OF EFFECTIVE LEARNING

14. Define the following terms as they apply to teaching:
   a. implicit theory
   b. theory in action

15. Define the following terms: a. teaching process; b. learning process; c. teaching improvement process.

16. State in your own words a brief description of each of the five components of the teaching tetrahedron.

UNIT 6. THE CONSULTATION PROCESS

17. Identify (list) major events or actions which would be appropriate to each of the following phases of the consultation process:
   a. initial meeting
   b. choosing procedures and tools for data collection
   c. organizing the data results
   d. giving feedback to the faculty member
   e. formulating interventions
   f. assessing the success of the consultation process